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The Effectiveness of the Quasi-Class Action Approach: Integration of Problem-Based Learning, Flipped Classrooms, and Generative Learning Models

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ABSTRAK

Studi ini menyelidiki efektivitas mengintegrasikan Problem-Based Learning (PBL), flipped classroom, dan generative learning untuk meningkatkan hasil belajar siswa di Indonesia. Menggunakan metode Tinjauan Literatur, data dikumpulkan dari berbagai literatur yang relevan yang mengevaluasi ketiga model pembelajaran ini. Temuan menunjukkan bahwa pendekatan gabungan secara signifikan meningkatkan keterampilan berpikir kritis, motivasi, dan kemampuan menulis siswa dibandingkan dengan metode pengajaran tradisional. Secara khusus, penggabungan PBL mendorong siswa untuk terlibat dalam pembelajaran mendalam melalui skenario pemecahan masalah dunia nyata. Sementara itu, ruang kelas terbalik memungkinkan pengalaman belajar yang lebih interaktif dan dipersonalisasi dengan memungkinkan siswa meninjau konten instruksional dengan kecepatan mereka sendiri di luar kelas. Pembelajaran generatif, di sisi lain, menekankan penciptaan pengetahuan secara aktif, yang selanjutnya memperkuat pemahaman dan retensi materi siswa. Penelitian ini berkontribusi pada pengembangan strategi pendidikan yang lebih efektif dan adaptif di Indonesia, dan memberikan landasan untuk eksplorasi lebih lanjut di berbagai lingkungan pendidikan. Selain itu, studi ini menyoroti potensi pendekatan integratif ini untuk memenuhi beragam kebutuhan belajar siswa, yang pada akhirnya mendorong lingkungan pendidikan yang lebih inklusif dan mendukung.

Kata Kunci : Pembelajaran Generatif, Tindakan Kuasi Kelas, Pembelajaran Berbasis Masalah, Kelas Terbalik

ABSTRACT

This study investigates the effectiveness of integrating Problem-Based Learning (PBL), flipped classrooms, and generative learning to enhance student learning outcomes in Indonesia. Employing the Literature Review method, data were gathered from a range of relevant literature evaluating these three learning models. The findings indicate that the combined approach significantly enhances students' critical thinking skills, motivation, and writing abilities compared to traditional teaching methods. Specifically, the incorporation of PBL encourages students to engage in deep learning through real-world problem-solving scenarios. Meanwhile, flipped classrooms allow for more interactive and personalized learning experiences by enabling students to review instructional content at their own pace outside of class. Generative learning, on the other hand, emphasizes the active creation of knowledge, which further strengthens students' comprehension and retention of material. This research contributes to the development of more effective and adaptive educational strategies in Indonesia, and provides a foundation for further exploration in different educational settings. Moreover, the study highlights the potential for these integrative approaches to address the diverse learning needs of students, ultimately fostering a more inclusive and supportive educational environment.

Keywords **:** *generative learning, quasi-class action, problem-based learning, flipped classrooms*

INTRODUCTION

Quasi-Class Action is an educational approach that integrates aspects of classroom action research with quasi-experimental methods. This approach allows researchers to observe and evaluate the effectiveness of teaching methods in real-world contexts without fully manipulating variables. It is often used in educational research to assess the impact of various educational interventions in actual classroom settings, providing relevant and applicable data that allow researchers to adapt teaching methods based on field findings. The manifestation of Quasi-Class Action can vary depending on the context and objectives of the research, often involving field experiments with specific interventions, such as new teaching methods or educational technology. Researchers measure student learning outcomes before and after the intervention to determine its effectiveness and may collect qualitative data through observations, interviews, and document analysis to understand how the intervention is implemented and received by students and teachers, offering a comprehensive view of the effectiveness of educational interventions in real-world contexts (Sinmas et al., 2019).

Problem-Based Learning (PBL) places students at the center of the learning process by presenting them with real-world problems relevant to the subject matter. In PBL, students work in groups to solve these problems, encouraging critical thinking, collaboration, and application of knowledge. PBL aims to develop problem-solving and higher-order thinking skills and enhance student motivation through active engagement in the learning process.(Khasanah et al., 2021). Manifestations of PBL include classroom projects, simulations, and role-playing activities that allow students to explore problems from different perspectives. Technology can support PBL through online platforms that enable remote collaboration and access to relevant digital resources. Implementing PBL requires careful planning to ensure alignment with learning objectives and student capabilities (Sinmas et al., 2019).

Flipped Classroom is a teaching approach where students receive instructional content individually before class sessions, usually through videos or reading materials. During class, time is used for discussions, Q&A, and in-depth practical activities, reversing the traditional structure where direct instruction occurs in class, and homework is done at home. The Flipped Classroom aims to maximize face-to-face time between students and teachers, allowing for more meaningful interaction with the learning material. This approach also enables students to learn at their own pace and review challenging material before class sessions (Ramadhanty et al., 2023). Manifestations of Flipped Classrooms vary depending on context and student needs, often involving instructional videos and online quizzes accessed before class, with in-class activities focused on direct interaction. Technology plays a significant role, providing access to instructional materials and collaborative tools. Implementing Flipped Classrooms requires careful planning and adequate technological support to ensure all students can access and utilize the learning materials effectively (Putra et al., 2021).

Traditional teaching methods in Indonesia are often ineffective in improving student learning outcomes because they fail to meet individual learning needs. These methods typically focus on one-way content transmission from teacher to student, resulting in a lack of active engagement. Consequently, many students feel bored and unmotivated. Additionally, these methods do not provide opportunities for students to develop critical and creative thinking skills needed in the modern workforce, indicating an urgent need for more effective teaching methods that can meet individual learning needs (Dahlia, 2023).

Literature reviews indicate that active learning approaches such as Problem-Based Learning (PBL), flipped classrooms, and generative learning have the potential to enhance student learning outcomes. PBL encourages teamwork and real-world problem solving, improving collaborative and problem-solving skills. Flipped classrooms alter traditional dynamics by providing learning materials before class, allowing class time for discussions and problem-solving. Generative learning emphasizes conceptual understanding and knowledge application, helping students integrate new information with existing knowledge (Bintank & Maunah, 2022; kemdikbud.go.id, 2020)

The aim of this article is to examine the effectiveness of the quasi-class action approach in enhancing student learning outcomes in Indonesia by integrating Problem-Based Learning (PBL), flipped classrooms, and generative learning models. This study aims to contribute significantly to the field of education by offering more effective teaching method alternatives. By combining these three learning approaches, it is hoped to identify methods that improve student learning outcomes and help them develop skills relevant to the modern workforce. Additionally, this research aims to identify the challenges and opportunities in implementing this approach within the Indonesian educational context (Indawati & Putri, 2023)

The importance of this research is based on several arguments. First, the currently dominant traditional teaching methods have proven ineffective in meeting the diverse learning needs of students. Second, alternative learning approaches such as PBL, flipped classrooms, and generative learning have shown promising results in various studies but have not been widely implemented in Indonesia. Third, this research will provide insights into the effectiveness of these methods and assist educational policymakers in designing more effective teaching strategies. The hypothesis proposed is that integrating Problem-Based Learning, flipped classrooms, and generative learning models will be more effective in improving student learning outcomes compared to traditional teaching methods (Farida et al., 2019; Rahmasari et al., 2023).

METHOD

The focus of this research is the low effectiveness of conventional teaching methods in enhancing students' critical thinking, motivation, and writing skills in Indonesia. Conventional teaching methods are often one-directional, where the teacher is the center of the learning process, and students passively receive information. This traditional approach has long been criticized for its inability to actively engage students in their own learning journey. Consequently, students are less engaged in the learning process, which negatively impacts their critical thinking abilities, learning motivation, and writing skills. This disengagement leads to a lack of enthusiasm for learning and a failure to develop essential skills necessary for academic and personal growth. The aim of this study is to identify and evaluate alternative teaching methods that are more effective in improving these aspects through a Literature Review approach.

This study employs a Literature Review approach, is a method to identify, assess, and summarize findings from all relevant studies concerning the research objectives. This approach ensures that the review is comprehensive, unbiased, and replicable. The primary data used in this study comes from relevant literature discussing the low effectiveness of conventional teaching methods in improving students' critical thinking, motivation, and writing skills in Indonesia. This includes various studies, reports, and articles that provide evidence and insights into the issues at hand. Secondary data includes literature relevant to the research keywords, such as books, journals, and other scientific research sources. These

sources offer additional perspectives and background information that support the primary data and help in forming a holistic understanding of the topic. The inclusion of diverse sources ensures that the study covers all possible angles and contributes to a well-rounded analysis. By including different types of sources, the study gains a broader view of the topic, allowing for a more comprehensive understanding (Maulid, 2022).

This research is based on the Generative Learning Theory proposed by Merlin C. Wittrock in 1974. This theory posits that generative learning encourages students to actively construct knowledge through critical and creative thinking processes. Students do not passively receive information but integrate new information with existing knowledge through active cognitive processes. Generative learning theory is particularly relevant to this study as it provides a robust framework for understanding how students can be more actively involved in their learning. By fostering an environment where students are encouraged to think critically and creatively, educators can significantly enhance learning outcomes. This theory is relevant to the objectives of this study because it emphasizes the importance of active student engagement in the learning process to enhance their critical thinking and writing skills. Engaged students are more likely to retain information, apply it effectively, and develop a deeper understanding of the subject matter. For example, in a classroom setting, students who participate in discussions and problem-solving activities tend to perform better academically compared to those who do not actively engage in the learning process (Pappas, 2014)

The research process is conducted in a structured and transparent manner. The first step is to formulate clear and specific research questions that guide the entire review process. These questions need to be precise and focused to ensure that the review addresses the core issues effectively. Next, the researchers develop a research protocol that includes search strategies, inclusion and exclusion criteria, and data analysis methods. This protocol acts as a blueprint for the study, ensuring consistency and rigor. It outlines the steps to be followed and the criteria for including or excluding studies, ensuring that the process is replicable. Data collection involves searching literature in various electronic databases using predetermined keywords. This step ensures that the review is exhaustive and includes all pertinent studies. These databases may include academic journals, conference papers, and other scholarly sources. Once the relevant literature is identified, researchers assess the quality of the studies, extract data, and systematically analyze it to ensure that only high-quality studies are included in the review. This rigorous process ensures that the findings are reliable and valid, providing a solid foundation for conclusions and recommendations (Maulid, 2022)

The data analysis technique used in this study is content analysis. Content analysis involves studying and processing data to identify patterns, relationships, and essential information contained within it. This technique allows for a thorough examination of the material, facilitating the extraction of meaningful insights. Researchers code the data based on themes or categories relevant to the research objectives, then analyze the data to reveal the main findings. This technique allows researchers to synthesize comprehensive evidence with minimal bias, which can be used to develop more effective educational practice guidelines or policies. By using content analysis, the study can ensure that the findings are both reliable and valid, providing a solid foundation for future research and practice. This method not only helps in categorizing and summarizing the data but also in understanding the deeper implications and potential applications of the findings. For instance, through content analysis, patterns such as the recurring challenges in conventional teaching methods can be identified, which might not be immediately apparent through other analysis methods.

Content analysis is a powerful tool that can reveal trends and patterns that might not be immediately apparent, offering valuable insights into the effectiveness of different teaching methods (Maulid, 2021)

RESULTS AND DISCUSSION

Literature reviews on Quasi-Class Action indicate that this approach is frequently used in educational research to observe and evaluate the effectiveness of teaching methods without fully manipulating variables. Quasi-Class Action combines elements of classroom action research with quasi-experimental approaches, allowing researchers to obtain relevant and applicable data in real-world contexts. Studies have shown that Quasi-Class Action can provide a more accurate picture of the impact of educational interventions compared to pure experimental methods as it maintains most of the natural classroom conditions (Abraham & Supriyati, 2022). This method's ability to blend naturalistic observations with structured experimental procedures makes it particularly valuable in educational settings where ethical and practical considerations often limit the extent of experimental manipulation. Additionally, it allows for the collection of rich, qualitative data that can complement quantitative findings, providing a holistic view of educational interventions' effectiveness.

Data from literature reviews on Quasi-Class Action explain that this method is effective in evaluating educational interventions due to its flexibility in adapting to field conditions. Research using Quasi-Class Action often shows improvements in student learning outcomes, especially in contexts that require adjustments to complex classroom dynamics. This method also allows researchers to make adjustments during the research process, which is crucial in educational contexts where variables and conditions frequently change (Abraham & Supriyati, 2022). The dynamic nature of educational environments necessitates a research approach that can accommodate ongoing modifications, making Quasi-Class Action particularly suitable for such studies. This adaptability enables researchers to respond to unforeseen challenges and opportunities, ensuring that the research remains relevant and impactful.

The relationship between the description and explanation of data from Quasi-Class Action studies with the reality of the research problem indicates that conventional teaching methods are often less effective in improving students' critical thinking skills, motivation, and writing abilities in Indonesia. By using Quasi-Class Action, researchers can evaluate the effectiveness of more adaptive and contextual educational interventions, providing more realistic and applicable solutions to address these issues (Abraham & Supriyati, 2022). This adaptability is critical in addressing the diverse and often unpredictable challenges faced in educational settings, thereby offering more practical and immediately implementable strategies. Moreover, the iterative nature of Quasi-Class Action allows for continuous improvement and refinement of teaching methods based on real-time feedback and observations.

Literature reviews on Problem-Based Learning (PBL) indicate that this approach enhances student engagement in the learning process by confronting them with real-world problems relevant to the subject matter. PBL emphasizes collaboration and problem-solving, encouraging students to think critically and creatively. Studies have shown that PBL is effective in improving student learning outcomes across various disciplines, including science, mathematics, and language (G.S. Artajaya et al., 2023). The active involvement of students in solving practical problems helps bridge the gap between theoretical knowledge and practical application, fostering a deeper understanding of the subject matter.

Furthermore, PBL's emphasis on real-world relevance helps students see the value and applicability of their learning, increasing their intrinsic motivation and engagement.

Data from literature reviews on Problem-Based Learning (PBL) explain that this approach is effective in increasing students' motivation and critical thinking skills. PBL allows students to learn through direct experience and reflection, which can enhance their understanding of the subject matter. Additionally, PBL helps students develop social and collaborative skills, which are important for their future success (G.S. Artajaya et al., 2023). The collaborative nature of PBL not only enhances academic learning but also prepares students for the teamwork-oriented environment of the modern workplace. By working together to solve problems, students develop essential interpersonal skills such as communication, negotiation, and conflict resolution.

The relationship between the description and explanation of data from PBL studies with the reality of the research problem shows that conventional teaching methods are less capable of improving students' critical thinking skills and motivation in Indonesia. By implementing PBL, schools can increase student engagement in the learning process, which in turn can improve their learning outcomes. PBL also provides opportunities for students to develop skills relevant to the modern workforce (G.S. Artajaya et al., 2023). This approach aligns well with contemporary educational goals that emphasize the development of 21st-century skills such as critical thinking, creativity, and collaboration. Moreover, PBL's focus on student-centered learning encourages autonomy and self-direction, qualities that are essential for lifelong learning and adaptation in a rapidly changing world.

Literature reviews on Flipped Classrooms indicate that this approach reverses the traditional teaching structure by providing learning materials to students before class sessions. During class sessions, time is used for discussions, Q&A, and in-depth practical activities. Flipped Classrooms allow students to learn at their own pace and review difficult material before class sessions. Studies have shown that Flipped Classrooms are effective in enhancing students' understanding of the subject matter and their engagement in the learning process (Zeir et al., 2022). This pre-class exposure to learning materials enables students to come to class better prepared, thus making classroom interactions more meaningful and productive. Additionally, it empowers students to take control of their own learning, fostering a sense of responsibility and independence.

Data from literature reviews on Flipped Classrooms explain that this approach improves student learning outcomes by maximizing face-to-face time for interactive activities. Flipped Classrooms allow teachers to focus more on individual student needs and provide more personalized assistance. Additionally, this approach encourages students to take greater responsibility for their own learning, which can increase their motivation and engagement (Zeir et al., 2022). The ability to tailor classroom activities to the needs of individual students helps in addressing learning disparities and ensures that each student receives the support they need to succeed. This personalized approach can be particularly beneficial for students who may struggle with traditional teaching methods, as it provides multiple avenues for understanding and engagement.

The relationship between the description and explanation of data from Flipped Classrooms studies with the reality of the research problem indicates that conventional teaching methods are less effective in meeting the individual learning needs of students in Indonesia. By implementing Flipped Classrooms, schools can provide more adaptive and personalized solutions to enhance student learning outcomes. This approach also helps students develop independent learning skills, which are crucial in the digital age (Zeir et al., 2022). The emphasis on self-directed learning in Flipped Classrooms prepares students to

be lifelong learners, a quality that is increasingly important in today's fast-changing world. By fostering independent learning skills, Flipped Classrooms help students become more adaptable and resilient, better equipped to navigate the complexities of the modern world.

By utilizing the SLR method in this research, several findings have been identified and organized in the following table:

Table 1 Research Findings

Research Aspect	Main Findings
Quasi-Class Action Approach	Utilizing the quasi-experimental method, results indicate significant improvement in student learning outcomes through adaptation and variable control.
Problem-Based Learning (PBL)	PBL effectively enhances students' critical thinking skills and learning motivation. Students are more actively involved in the learning process.
Flipped Classrooms	Flipped Classrooms enhance students' understanding and engagement by maximizing classroom time for discussions and practical activities.
Generative Learning	Generative learning helps students connect new information with existing knowledge, enhancing creative thinking and problem-solving skills.
Integration of Learning Methods	The integration of these three learning models provides a holistic approach, enhancing various aspects of skills and students' learning motivation.
Effectiveness on Student Outcomes	The combination of these learning models is more effective than conventional methods, resulting in significant improvements in student learning outcomes.

The research findings indicate that integrating the quasi-class action approach with Problem-Based Learning (PBL), flipped classrooms, and generative learning models significantly enhances student learning outcomes. This method not only improves students' critical and creative thinking abilities but also boosts their motivation and writing skills. With varied teaching methods, students become more engaged and can apply the knowledge they have acquired in real-world contexts. This engagement is crucial for fostering a deeper understanding of the material, as it allows students to see the relevance of their studies to their everyday lives and future careers. Such practical application of knowledge helps solidify learning and makes education more meaningful.

This study shows significant advantages over previous research that utilized only a single learning approach. For instance, research by Siregar (2018) on the constructivist approach demonstrated an improvement in students' critical thinking abilities. However, this study indicates that integrating multiple learning models can yield even better results. Furthermore, research on flipped classrooms by Sarumaha et al. (2023) showed improved learning outcomes, but this study strengthens the argument that a combination of methods is

more effective. This holistic approach leverages the strengths of each individual method, creating a synergistic effect that enhances overall learning. This integration leads to a richer educational experience, accommodating diverse learner needs and promoting comprehensive development.

The findings reflect that using various learning methods in an integrated manner can create a more dynamic learning environment responsive to students' needs. The observed increase in student motivation and engagement suggests that they are more motivated to learn when the teaching methods are varied and relevant to their daily lives. This underscores the importance of diversifying teaching methods to achieve optimal learning outcomes. By making learning more interactive and participatory, educators can help students develop a love for learning that extends beyond the classroom. This approach also helps in cultivating essential life skills such as problem-solving, collaboration, and self-directed learning. These skills are critical for students' success in both academic and professional settings. Moreover, engaging students in diverse learning activities encourages lifelong learning habits, which are crucial in the modern knowledge economy.

The implications of these research findings are extensive, particularly in the context of curriculum development and teaching strategies in Indonesia. The quasi-class action approach, which integrates PBL, flipped classrooms, and generative learning, can be adopted by educational institutions to enhance the quality of learning. This can help address educational challenges such as low student engagement and poor learning outcomes, as well as prepare students for future challenges. In a rapidly changing world, where knowledge and skills requirements are constantly evolving, such an adaptive and flexible approach to education is invaluable. It ensures that students are not only well-versed in academic content but are also equipped with the skills needed to navigate complex real-world scenarios. Furthermore, this approach aligns with global educational trends emphasizing competency-based education and personalized learning pathways. By aligning with these trends, educational institutions can better prepare their students for the demands of the modern workforce, ensuring that they are competitive in a globalized economy.

These findings can be explained by the generative learning theory, which emphasizes active student engagement in the learning process. The integration of multiple teaching methods allows students to construct their own knowledge through critical and creative thinking processes. Additionally, PBL and flipped classrooms provide platforms that enable students to apply their knowledge in real-life situations, enhancing their understanding and retention. This practical application is key to deep learning, as it helps students see the direct impact of their education on their ability to solve real-world problems. Such experiential learning opportunities are crucial for developing practical skills and reinforcing theoretical concepts. These opportunities also help in developing critical soft skills such as communication, teamwork, and adaptability, which are highly valued in today's job market.

Based on these findings, necessary actions include revising and developing curricula that adopt this integrative approach. Teacher training is also required to ensure they possess the skills and knowledge needed to effectively implement these teaching methods. Moreover, further research is needed to evaluate the implementation and long-term impact of this approach in various educational contexts in Indonesia. This research should focus on identifying best practices, potential challenges, and strategies for scaling successful interventions. Additionally, ongoing assessment and feedback mechanisms should be established to continuously improve and adapt the teaching methods to meet the evolving needs of students and the educational landscape. Regular evaluations and iterative improvements will help sustain the effectiveness and relevance of the integrated learning

approach, ensuring its long-term success. Incorporating feedback from all stakeholders, including students, teachers, and administrators, will ensure that the curriculum remains dynamic and responsive to changing educational needs. By fostering a culture of continuous improvement, educational institutions can maintain high standards and effectively respond to emerging challenges and opportunities.

CONCLUSION

This study reveals that integrating the quasi-class action approach with Problem-Based Learning (PBL), flipped classrooms, and generative learning models can significantly enhance student learning outcomes in Indonesia. The results indicate that conventional teaching methods lag in developing critical thinking skills, learning motivation, and writing abilities. These findings suggest the potential for a revolution in teaching methods in Indonesia, potentially bringing substantial changes to the education system.

This research makes a significant contribution to knowledge development both theoretically and practically. Theoretically, it reinforces the understanding of the effectiveness of integrating various learning models to improve education quality. Practically, the findings provide guidance for educators and policymakers to adopt more dynamic and adaptive learning approaches. Implementing these methods could enhance education quality in Indonesia, producing graduates who are competent and ready to face global challenges.

Despite promising results, this study has several limitations. One limitation is that the research was conducted within a specific context in Indonesia, so generalizing the results to a broader context requires further research. Additionally, the quasi-experimental method used has limitations in controlling external variables. Future research should include studies in various educational contexts and employ more comprehensive research designs to strengthen these findings.

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