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Designing Problem-Based Learning With a Flipped Classroom Design in Appreciating Fiction Prose

Jasril[1,2], Dadang Sunendar[3], Sumiyad4[3], Yeti Mulyati[5]

[1] Universitas Pendidikan Indonesia, Bandung, Indonesia; jasril@upi.edu
[2] STKIP YDB Lubuk Alung, Indonesia; jasrilpiliang2000@gmail.com
[3] Universitas Pendidikan Indonesia, Bandung, Indonesia; dadangsunendar@upi.edu
[4] Universitas Pendidikan Indonesia, Bandung, Indonesia; sumiyadi@upi.edu
[5] Universitas Pendidikan Indonesia, Bandung, Indonesia; yetimulyati@upi.edu

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ABSTRACT

The appreciation of fictional prose can be used to shape the ethics and morals of students. Various approaches and learning models have been developed to help sharpen students' skills in appreciating fictional prose, although satisfactory results have not been achieved overall. Therefore, the aim of this research is to design a learning concept that has the potential to enhance students' capabilities in understanding and appreciating fictional prose. The research data is sourced from 12 articles obtained through Google Scholar, Sage Journals, Taylor and Francis, ProQuest, and Scopus databases. The articles used as data sources are related to the appreciation of fiction prose, flipped classrooms, and problem-based learning. Data collection and analysis were conducted using the read-note-analyze technique. The research findings affirm that a problem-based learning approach, combined with the implementation of a flipped classroom design, holds significant potential for improving students' appreciation skills of fictional prose and can be efficiently applied in the learning process. Furthermore, this model accommodates the use of technology in learning and facilitates group work among students.

Corresponding Author:
Jasril
Universitas Pendidikan Indonesia; jasril@upi.edu

1. INTRODUCTION

The learning of fictional prose appreciation plays a crucial role in developing students' moral aspects. Within the realm of fiction, there exists a tangible representation of cultural values that signify knowledge, attitudes, and actions rooted in the morality of a societal group (Nana T. W dan Jasril, 2021; Ulya, 2019). Discussions, monologues, responses, and character behaviors in the face of various events can serve as sources of learning to help nurture critical and creative thinking abilities, as well as the contemplation of moral principles. However, efforts to advance fictional prose appreciation learning in the school environment have not yielded satisfactory results (Jasril, Sunendar, Sumiyadi, & Mulyati, 2023). This signal is reinforced by the fact that high school students and graduates' interest and appreciation for literature remain relatively low (Latief, 2021; Zuve et al, 2022). According to Sahidin (2012), the issues with literature education in schools are (1) despite

literature education's impact on students' interest in literature, there is often no connection between theory and students' appreciation abilities; (2) time constraints and a lack of understanding of how to keep up with developments in literature beyond textbooks often lead to neglect in teaching literature; and (3) students' difficulty in integrating ethical, moral, ansd cultural values from literature into their daily lives (Gani & Ulya, 2022; Hayati et al., 2022; Rasyid, Ulya, Hayati, & Asmawati, 2023).

Furthermore, Mirnawati, M (2015) states that challenges in literature education in schools include (a) literature learning processes in schools being rigid and uninspiring, failing to stimulate students' total and intensive interest in learning literature, thus hindering the growth and development of the students' literary appreciation, (b) the shortage of literary books in schools, (c) limitations in Indonesian language teachers' literature-related expertise, and (d) a perception that underestimates the importance of literature as a serious and substantial subject, often regarding literature merely as entertainment. A solution to address these issues is to develop a problem-based learning model with a flipped classroom design to enhance high school students' ability to appreciate fictional prose (Asmawati, Ulya, & Jasril, 2023; Ulya, 2013; Ulya, 2016; Ulya, 2017; Ulya, 2022). This model is believed to create a learning environment conducive to effectively developing an appreciation of fictional prose. It is expected that this model can encourage students to become more creative, productive, and active in constructing their own understanding while fostering cooperative situations in group activities integrated with technology.

The problem-based learning (PBL) approach is considered suitable for developing students' appreciation of fictional prose (Zhe, Gusriani, & Yuniarti, 2022). The advantage of problem-based learning is that students learn directly by solving real-life problems. According to Gagne (1980), the primary goal of education is to help individuals develop thinking skills and become competent problem solvers, as individuals need to think critically, analyze, and find solutions to various problems they encounter. Implementing the PBL model encourages students to collaborate in their work and reflect on the material they have learned. PBL also encourages active student engagement through a "learning by doing" approach (Surahman & Fauziati, 2021). The application of PBL in a flipped classroom design is a suitable way to develop independent learning and help manage cognitive load as students explore problems with their peers (Tawfik & Lilly, 2015). This model also supports student engagement and self-efficacy, as technology better supports on-demand self-directed learning (Tawfik & Lilly, 2015).

The flipped classroom is a blended learning approach where students learn the topic at home and do homework in the classroom (Bergmann & Sams, 2012). This concept utilises technology to engage students in learning the topic prior to in-person meetings. The problem-based learning paradigm with a flipped classroom design is influenced by technological improvements (Van de Oudeweetering & Voogt, 2018). The flipped classroom is a hybrid learning approach where students study the content at home (concept absorption) and complete homework (including concept deepening) in the classroom (Bergmann & Sams, 2012). Students study topics, read materials, and observe theoretical parts of classes at home using technologies like videos and learning management systems. They take notes and prepare questions about areas they don't understand (Caraivan, 2011). In the classroom, participants collaborate on activities like answering pre-prepared questions, giving presentations, working in groups, solving problems, engaging in conversations, and drawing conclusions (Ozdamli & Asiksoy, 2016a). This concept incorporates technology for pre-class study before in-person sessions. The problem-based learning paradigm with a flipped classroom design is influenced by technological improvements (Van de Oudeweetering & Voogt, 2018).

Several researchers have conducted investigations into the implementation of problem-based learning with flipped classroom methods in school settings. Research conducted by Tsai et al. (2015) indicates that the impact of problem-based learning with the flipped classroom method (FPBL) significantly outperforms other teaching methods in improving student learning outcomes. Yurniwati & Utomo (2020) reported research findings showing that the application of problem-based learning with the flipped classroom method can enhance the high-order thinking skills of students, and this

method is also proven to be relevant in the context of the COVID-19 pandemic. Moreover, the problem-based learning flipped classroom approach also encourages students to develop self-directed and collaborative learning abilities. Additionally, the research findings of Hwang and Chen (2023) showed that students engaged in a flipped classroom learning approach focused on collective problem-solving not only achieved better learning outcomes and higher collective effectiveness but also built a deeper understanding of knowledge and more meaningful interactions.

This research is focused on the conceptual design of problem-based learning with a flipped classroom approach in the teaching of fiction prose appreciation. Previous studies only addressed problem-based learning in fiction prose appreciation, particularly in short stories (Manik & Siregar, 2020; Sumyati, 2023; Zhe et al., 2022). The application of flipped classroom in fiction prose appreciation is almost non-existent. Nevertheless, there are several studies that discuss flipped classrooms in narrative writing and storytelling (Pristiwati & Banawa, 2022; Rahmiyati, 2023; Safitri & Akib, 2023). No research has yet combined problem-based learning with flipped classrooms in teaching fiction prose appreciation. Therefore, the novelty of this research lies in integrating problem-based learning with a flipped classroom design in fiction prose appreciation. Thus, the research question is, what is the conceptual design of problem-based learning with a flipped classroom approach in the teaching of fiction prose appreciation?

2. METHODS

The research method employed in this study is literature analysis. A literature review is conducted through the analysis of several articles, which are then synthesized into interconnected concepts to develop the main issue (Creswell, 2014). To achieve the research objectives, we collected relevant journals on fiction prose appreciation, problem-based learning, and flipped classrooms. The research data is qualitative and is related to the conceptual design of problem-based learning with a flipped classroom approach in fiction prose appreciation. The data is sourced from 12 articles obtained through Google Scholar, Sage Journals, Taylor and Francis, ProQuest, and Scopus databases. The articles used as data sources must meet specific criteria, namely, addressing fiction prose appreciation, the implementation of the flipped classroom in fiction prose appreciation, and the application of problem-based learning in fiction prose appreciation. Data collection and analysis were performed using the read-note-analyze technique. Subsequently, the researcher analyzed and integrated this information to create a conceptual design for problem-based learning with a flipped classroom approach.

3. FINDINGS AND DISCUSSION

3.1 *Appreciation of Fiction Prose Learning*

In this section, we describe the answers to research questions regarding the conceptual design of problem-based learning with a flipped classroom design in learning to appreciate prose fiction. Our discussion begins by explaining the learning of fictional prose appreciation is a process aimed at assisting learners in delving into, comprehending, and valuing works of fictional prose, supported by a series of learning components to achieve the goal of appreciating fictional prose. The term "appreciation" originates from the Latin word "apreciatio," which refers to the act of recognizing and assigning value to something with full attention and esteem (Sholehhudin & Waluyo, 2020). Furthermore, Sholehhudin & Waluyo (2020) states that the term 'appreciation' in a broader context conveys meaning related to (1) recognition through feeling or emotional empathy and (2) understanding and acknowledgement of the values of beauty expressed by the author. Appreciating involves recognizing the values of literature, experiencing a passion for it, and deriving pleasure from all its aspects. Hornby (Waluyo, 2012, p. 29) states that "appreciation" is derived from the English word 'appreciation,' which means understanding, recognition, consideration, evaluation, and statements containing evaluations. Fictional prose appreciation entails interaction, understanding,

and full admiration for fictional prose with the goal of developing enjoyment, knowledge, and a profound understanding of it. To appreciate fictional prose, it is not sufficient to merely read a synopsis or a summary of the story it requires comprehensive and repeated reading. Therefore, a learning model is needed that provides space for students to immerse themselves in fictional prose through genuine reading.

Sholehhudin & Waluyo (2020) state that the appreciation process involves three core elements: (1) cognitive aspects, (2) emotional aspects, and (3) evaluative aspects. According to Dissick, as cited by Waluyo (2012, p. 44), there are four levels in appreciating literary works, namely (1) the level of interest, (2) the level of pleasure, (3) the level of response, and (4) the level of creation. At the level of interest, individuals interested in literature will feel compelled to read or even participate in literary appreciation events. The level of pleasure describes the ability of literary reading to please readers, dispelling the notion that reading literature is burdensome. The response level encompasses individuals' ability to respond critically; this enables them to evaluate literary works based on clearly defined standards. The creation level indicates that someone who appreciates literature has achieved the ability to produce productive works, such as writing, analyzing, quoting, summarizing, transforming poetry into music, performing drama, reading short stories, and more.

Appreciating short stories involves two dimensions: the reception dimension and the productivity dimension. Reception appreciation is a type of appreciation that focuses more on responsive activities, mostly obtained through reading and listening actions. In contrast, productive appreciation refers to the appreciation of literary works that emphasizes the creative process and creation. In the context of short story appreciation, this could include reading short stories and listening to short story readings, while productive appreciation places more emphasis on writing (such as creating short stories, critiques, essays, or reviews) and speaking (expressing opinions, repeating) related to short story appreciation outcomes (Ismawati, 2013, p. 4). When teaching fictional prose appreciation, several potentials can be developed, such as collaborative abilities, tolerance, emotional control, learning ethos, perseverance, focus, interest in reading, interest in writing (such as literary letters or proposals), creativity (in writing poetry or short stories), and productivity. The learning of fictional prose appreciation can be carried out by: (a) reading fictional prose until students feel emotionally connected to the content conveyed by the author; (b) analyzing and recognizing the relationship between the author's ideas and experiences with the author's technical skills in managing prose elements such as characters, plot, setting, narration, theme, message, and more; (c) discovering the relevance of literary works to life, both on a personal and general scale.

3.2 *Problem-Based Learning*

Problem-based learning (PBL) is an example of a learning approach that encourages active student engagement, allowing them to learn independently or collaboratively while addressing unstructured problems (Yew, Chng, & Schmidt, 2011). This model was introduced in 1969 at the McMaster University School of Medicine in Canada and subsequently adopted by the University of Limburg in the Netherlands, the University of Newcastle in Australia, and the University of New Mexico in the United States. Initially, this model was developed in the context of medical education to help students integrate basic science knowledge with clinical understanding and to develop clinical reasoning skills and lifelong learning abilities (Barrows, 1986). However, over time, the PBL model has also been adopted by educators from various levels and other disciplines (Gallagher et al., 1992; Kolodner et al., 2003) because the PBL approach provides a structure for active and collaborative learning that aligns with the view that learning is a constructive and co-constructive process involving social interaction (Glaser & Bassok, 1989; Palincsar, 1998).

The philosophical basis of the Problem-Based Learning (PBL) model is constructivism, with learning seen as an active process in which students construct knowledge (Thobroni & Mustofa, 2013). It involves developing a problem framework related to the learning topic, data collection, problem analysis, argumentation, and ultimately problem-solving (Argaw, Haile, Ayalew, & Kuma, 2016;

Widyaiswara, Atmazaki, Syahrul, & Ermanto, 2019). Barrows (1986) explained that PBL is an active learning method that uses unstructured problems as stimuli for the learning process. PBL is known as a learning model that provides opportunities for students to build knowledge and problem-solving skills, as well as encouraging a deep understanding of essential concepts. The problems presented in PBL are real-life situations recognized by students in their surrounding environment (Delisle, for Supervision & Development, 1997, p. 8). Essentially, PBL is a learning model that emphasizes the role of students, promotes more active involvement, and enables students to tackle challenges.

According to Arends (2012, p. 49), the main essence of PBL is to present real and meaningful problems to students so that they can conduct investigations and ultimately find solutions to problems that challenge students' understanding, attitudes, and skills. Tan (2007) explains that PBL emphasizes the process more than just information delivery, focusing on assessing problems relevant to the real world. During the PBL process, students have the opportunity to learn in groups and are encouraged to develop problem-finding and problem-solving skills. Assessment in PBL is conducted through reflection on students' learning experiences and the learning process they have undergone. Characteristics of PBL include: 1) the classroom atmosphere needs to create an environment that encourages the exploration of meaning, with students feeling comfortable and respected during the learning process; 2) educators should provide opportunities for students to encounter new information and connect it to personal experiences in the quest for understanding; 3) students are expected to be able to find new interpretations of problem-solving processes (Warsono & Hariyanto, 2012).

According to Arends (2012, p. 57), there are five stages in problem-based learning activities: guiding students in understanding the problem, managing the students' learning process, directing individual or group investigations, developing and presenting the work results, and evaluating the problem-solving steps. In PBL, the teacher's job extends beyond presenting problems to include guiding and facilitating the learning process, fostering critical and creative thinking in students for problem-solving. Delisle et al. (1997, p. 15) emphasize the teacher's role as a designer of problems to be solved by students. The teacher's role stimulates students to engage in critical thinking in addressing problems, encouraging students to ask questions, test hypotheses, and listen to diverse perspectives. In this context, students also utilize the surrounding environment as a source of learning experiences. Teachers assign tasks that students can carry out in various environmental situations, including at school, within the family, and in the community. The learning activities conducted by students are known as learning experiences, which aim to achieve competency standards, mastery of basic skills, and an understanding of the subject matter. At all stages of PBL, the teacher's role is to evaluate the success of problem-solving, the quality of students' work in solving problems, and the teacher's success in designing and facilitating problem-solving.

3.3 *Flipped Classroom Model*

In 1993, the flipped classroom model was first introduced by Alison King in her work titled "From Sage on the Stage to Guide on the Side." In this work, she emphasized the importance of using time effectively in the learning process. Eric Mazur, a professor at Harvard, later published "Peer Instruction: A User's Manual" in 1997. The Peer Instruction approach then became the foundation (whether acknowledged or not) for the flipped classroom model. This approach transformed the flow of learning, similar to the approach introduced by Alison King. In the flipped classroom model, the content is delivered before the face-to-face learning sessions to save time. In its development, this model is implemented with the assistance of technology, where the material is provided at home while learning tasks are completed at school (Bergmann & Sams, 2012). The flipped classroom involves a combination of in-class and out-of-class learning, making it a relevant and effective model (Long et al., 2016). The flipped classroom has also proven to be applicable in various disciplines and educational levels (O'Flaherty & Phillips, 2015). The flipped classroom method is particularly suitable

for teaching fiction prose appreciation because students need sufficient time to read fiction prose at home before starting in-school learning.

The common approach to implementing the flipped classroom is when students start by consuming theoretical material from lessons through various media such as Google.com, videos, presentations, learning management platforms, and taking notes while formulating questions about parts they do not yet understand (Caraivan, 2011). In-class activities involve discussions and collaboration to answer questions they have prepared in advance, group work, problem-solving, and formulating conclusions together (Ozdamli & Asiksoy, 2016b). In this learning activity, students are required to take on more responsibility for their learning, while the teacher plays a guiding role. This condition allows students to choose their learning style and pace according to their preferences (Roehl et al., 2013). Therefore, this model encourages active student engagement during the learning process.

3.4 *Problem-Based Learning Design Using Flipped Classroom Design in Appreciating Fiction Prose*

The challenges of learning in the era of Industry 4.0 are a primary reason for the need to design a problem-based learning model with a flipped classroom design. This model is developed by combining problem-based learning (PBL) models with flipped classroom models. Problem-based learning models can refer to the PBL models developed by experts such as (a) Polya (1973), (b) Jurkovic (2005), (c) Elaine H. J. Yew, Esther Chng, and Henk G. Schmidt (2011), (d) Richard I. Arends (2012), and (e) Maurer & Neuhold (2012). Furthermore, the flipped classroom model can refer to models developed by (a) Bergmann and Sams (2012); (b) Steele, K. M (2013); (c) Bishop, J. L., & Verleger, M. A. (2013); (d) Haiyan Zhang (2019); and (e) Mustafa Serkan Günbatar (2021). The components in the model include syntax, social system, social system, and supporting system that align with a collaborative learning environment utilizing information technology. Therefore, the grand design syntax of the problem-based learning model with a flipped classroom design can be inspired by the PBL theory of Richard I. Arends (2012) and by Elaine H. J. Yew, Esther Chng (2011), and Henk G. Schmidt (2019); flipped classroom by Bergman and Sams (2012), Steele, K. M (2013), and Bishop, J. L., & Verleger, M. A (2013).

The problem-based learning model with a flipped classroom design generated is capable of preparing students to have adequate fiction prose appreciation skills, good social sensitivity, a strong motivation for learning fiction prose, and a positive attitude toward fiction prose learning. A more detailed explanation of the syntax of the problem-based learning model with a flipped classroom design can be seen here.

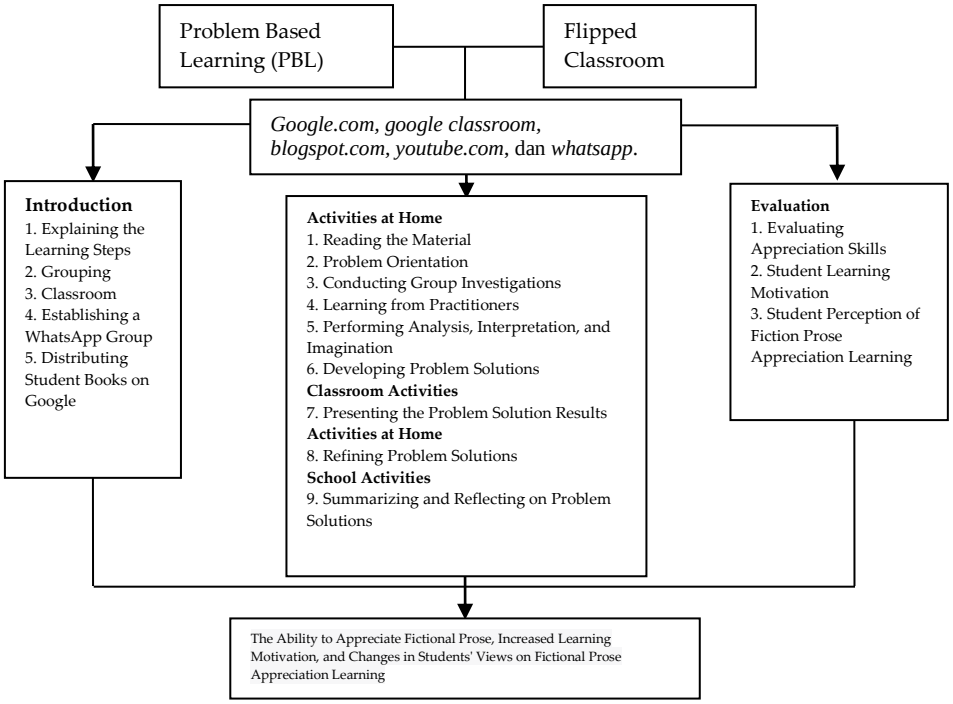

Figure 1. Problem-Based Learning with Flipped Classroom Design

The illustration in Figure 1 depicts how the problem-based learning approach with a flipped classroom design begins before students engage in the classroom learning process. The implementation of this learning starts with a series of introductory activities conducted after completing one aspect of the learning or at the end of the previous topic. During this introductory phase, the steps of the problem-based learning approach with a flipped classroom design are outlined (Shen, Carter, & Zhang, 2019). Furthermore, students are provided with explanations about various learning media used, including Google Classroom, Blogspot.com, YouTube, and WhatsApp groups. The students are grouped into several teams, with each team consisting of 5-6 members (Günbatar, 2021). The grouping of team members is based on considerations of academic abilities, gender, and heterogeneity. Additionally, students are provided with student books through a Google Classroom link.

At-home activities involve reading the material in the student books, which is downloaded in Word or PDF format through the provided Google Classroom link (Bishop & Verleger, 2013; Günbatar, 2021; Steele, 2013; Zhang, 2019). Moreover, students can explore the material on fiction prose appreciation in groups from other sources, such as through Google searches, YouTube, and others (Aviram & Eshet-Alkalai, 2006; Ba et al., 2002; Gilster & Glister, 1997). The teacher facilitates the learning process through user-friendly platforms such as Google.com, Google Classroom, Blogspot.com, YouTube.com, and WhatsApp. Communication is done using smartphones through WhatsApp Messenger.

During at-home learning activities, the role of students in group-centered learning (student-centered) is more dominant. The teacher only facilitates when students encounter difficulties in implementing the learning syntax designed by the teacher. After understanding the material, students are oriented toward fiction prose appreciation problems that they do not understand (Chng, Yew, & Schmidt, 2011; Jurković, 2005; Richard I Arends, 2012). This orientation activity is followed by reading fiction prose works. The next student activity involves group-based investigation assisted by scaffolding formats that students can obtain in Google Classroom (Bergmann & Sams, 2012; Richard I Arends, 2012).

Subsequently, students inquire with experts in their surroundings about the issues they face in learning. This activity is a form of utilizing the environment for student learning. It is also an implementation of independent learning for students. The next student activity is to conduct analysis, interpretation, and imagination. The importance of analysis and interpretation in fiction prose appreciation aligns with the opinion of Richard E. Palmer (2004) that capturing meaning in literary works can be done through analysis and interpretation. On the other hand, imagination is required in writing short stories (Thahar, 2008, p. 15). In this activity, students analyze, interpret, and imagine their findings based on group-based investigation. This activity is followed by developing problem-solving in the form of writing the results of their analysis, interpretation, and imagination ((Richard I Arends, 2012). This activity takes the form of students' first short story writing.

The next learning takes place in the classroom in the form of presenting problem-solving results (Richard I Arends, 2012). In this activity, students discuss the problem-solving they did at home. Each group is given the opportunity to present their written work (productive appreciation). Students provide feedback, suggestions, and corrections to each other. At the end of the discussion, the teacher provides reinforcement based on all the explanations and discussions that have taken place. After the classroom session, students continue their work at home by revising the writing they produced based on feedback and suggestions from their peers and the teacher (Thahar, 2008, p. 33). At-home activities are monitored by the teacher through the agreed-upon learning application used in the implementation of this learning.

The final learning activity in this syntax of learning is conducted at school in the form of summarizing and reflecting on problem-solving (Jurković, 2005; Maurer & Neuhold, 2012; Richard I Arends, 2012). In this stage, the teacher reviews students' written work and provides final feedback related to problem-solving, both in receptive and productive appreciation, to each group. The teacher conveys the assessment results of the students' group work, while students provide feedback related to group-based learning and alternately. Furthermore, in this phase, students present the conclusions and reflections from their investigations into the problem, and the teacher provides reinforcement. In this syntax part, the participation of all parties, including students and teachers, can play a role as "evaluators" or feedback providers. This step involves reflection on the learning process that has occurred. Afterwards, students are directed to contemplate their achievements, evaluate themselves, and identify areas where they faced challenges during the process. This phase concludes when students achieve a comprehensive understanding of the topic they have just learned, indicating that they are capable of appreciating fiction prose, both in terms of responsiveness and creativity. The learning phase ends with a summary of all the learning activities that have been undertaken.

Integrating flipped classrooms with a problem-based learning approach becomes an alternative option for conducting distance learning, supported by online learning facilities that do not require additional costs. The applications used also fall into the category of easy to use for teachers and students. These applications can be accessed via computers or smartphones, making the implementation of such a learning model more efficient. Through the use of Google Classroom, Blogspot.com, YouTube.com, and WhatsApp groups in this problem-based learning with flipped classroom design, students can be facilitated in fiction prose learning, which requires a significant amount of time for reading and writing fiction prose. Google.com, Google Classroom, Blogspot.com, YouTube.com, and WhatsApp can be utilized before and during class sessions to enhance students' conceptual understanding of fiction prose. These media also play a role in improving students' fiction prose appreciation skills and promoting collaboration, motivation, and a change in attitude toward fiction prose learning. Exploration using Google.com, Google Classroom, Blogspot.com, YouTube.com, and WhatsApp also develops digital literacy skills to support understanding and reasoning, which are crucial components of fiction prose appreciation.

Furthermore, when in the classroom, students are actively engaged in discussing the correlation between concepts and principles, integrating various literary sources, applying concepts and guidelines to the problems discussed in groups, and combining knowledge and skills (Yurniwati &

Utomo, 2020). Thus, problem-based learning allows students to gain a better understanding of concepts that can be predicted and learned before being in the classroom (Erianti, 2019). Moreover, students are encouraged to apply this knowledge and skills to new problems and are invited to examine these issues through a network of concepts to formulate strategies for finding solutions (Ramadhani, Rofiqul, Abdurrahman, & Syazali, 2019). All of this serves as valuable practice for addressing new or everyday problems that are also included in the domain of fiction prose learning.

In general, the problem-based learning approach with a flipped classroom design provides students with an opportunity to develop skills in appreciating fiction prose. Students learn on their own outside the classroom using various resources, including tools such as Google.com, Google Classroom, Blogspot.com, YouTube.com, and WhatsApp, which support visual understanding. Collaboration within groups and the application of problem-based learning models also support the development of fiction prose appreciation skills (Erianti, 2019). This approach can be effectively implemented through careful planning and adaptation to students' abilities.

4. CONCLUSION

Based on the analysis and discussion results, it can be concluded that the problem-based learning approach with a flipped classroom design allows students to develop fiction prose appreciation skills. This phenomenon becomes evident when students independently gather knowledge from sources such as literature and videos outside the classroom environment. Additionally, students' use of software such as Google.com, Google Classroom, Blogspot.com, and YouTube.com to understand concepts related to the learning materials demonstrates their proficiency in reasoning and visual interaction. The improvement in fiction prose appreciation skills reaches an optimal point, especially when students collaborate in groups through problem-based learning (PBL) to solve problems that require creative solutions. The problem-based learning approach with a flipped classroom design also allows students to choose the most suitable learning methods for them to understand and address existing problems. Models of learning like this have the potential to be applied and customized across various different subjects.

This research is limited to the conceptual design of a problem-based learning approach within the flipped classroom setting in the context of fiction prose appreciation. Therefore, it is recommended that future researchers implement the problem-based learning approach within this flipped classroom setting in schools, specifically in the subject of fiction prose appreciation across all levels of secondary education, involving a larger number of subjects. Additionally, future researchers should perform replication and verification studies in different subjects, with sufficient trial subjects (students and a substantial number of high schools), to ensure the conclusions are more representative.

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