

A Meta-Synthesis Study of Forelearn Apperception Process: Strategy to Overcome Jetlag Issues in Early Learning Activities

(Kajian Metasintesis Proses Apersepsi Pembelajaran Awal: Strategi Mengatasi Masalah Jetlag pada Kegiatan Pembelajaran Awal)


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Abstract

This study offers a metasyntesis analysis of Forelearn Apperception strategies, shedding light on their diverse applications in educational contexts. With a focus on the jetlag issue between regional Indonesian and international journal publications, this research delves into the nuances of strategies deployed by educators to integrate apersepsi into instructional practices. Methodologically, this research employed metasyntesis to extract and analyze data from a range of sources. By synthesizing insights from various studies, a comprehensive understanding of the multifaceted aspects of Forelearn Apperception strategies was achieved. The analysis also unveiled a progression in strategy emphasis across educational levels, from enthusiasm generation in early education to the development of critical thinking and problem-solving skills in higher education. The findings underscore the dynamic nature of educational practices, with strategies adapted to cater to the cognitive development and educational levels of students. The application of diverse apersepsi approaches emerges as pivotal in creating an engaging learning environment. The study substantiates its conclusions with theoretical underpinnings such as Constructivist Learning and Intrinsic Motivation theories. In conclusion, this metasyntesis analysis provides valuable insights into the versatile utilization of Forelearn Apperception strategies in diverse educational settings. By integrating these strategies, educators can nurture engaging learning experiences, deeper comprehension, and lifelong learning skills while addressing the multifaceted jetlag issue.

Keywords: Forelearn Apperception, Metasyntesis Study, Jetlag Issue Early Learning

Article Received : July 02, 2022
History Revised : August 30, 2023
Accepted : September 09, 2023

INTRODUCTION

In the era of globalization and advances in information technology, education has undergone significant shifts. The emergence of online learning trends, e-learning platforms, and easy access to information has influenced how individuals approach the learning process. However, alongside these conveniences, new challenges have arisen in

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optimizing learning effectiveness and ensuring a strong foundational knowledge is established from the start ¹.

In recent years, the use of online learning platforms has surged dramatically, particularly in response to the COVID-19 pandemic, which forced many educational institutions to transition to remote learning models. Yet, concerns have arisen that, in efforts to address these challenges, the approach of forelearn apperception or initiating learning with adequate understanding might have been overlooked. Learners often rush to achieve end results without building a solid knowledge foundation.

If we attempt to explore how seriously academics consider the aspect of learning preparation, or from the students' perspective, the readiness of students for learning, we find that most tend to focus on the overall implementation of learning activities. However, in my view as an author, what value does good learning planning and mechanisms hold if students are not prepared for the learning experience? Instead of attaining good learning outcomes, students might feel surprised and confused by the learning process. They might experience a sort of "jet lag" at the beginning of each learning period, often seen at the start of a semester after extended breaks.

The influence of learning readiness on learning achievement plays a pivotal role in the context of Forelearn Apperception. Learning readiness encompasses the mental, emotional, and cognitive conditions crucial for approaching learning effectively. This factor affects motivation, information processing abilities, resilience against challenges, concentration, and time management. In the context of Forelearn Apperception, learning readiness becomes the primary determinant for establishing a strong initial understanding. When someone is mentally and emotionally prepared, they can respond well to the material, grasp concepts more deeply, and engage productively with the learning process. Thus, it's important to remember that learning readiness involves psychological aspects as well. Hence, creating an environment supportive of learning readiness involves emotional support, clear guidance, and positive social interaction.

The psychological influence in relation to students' readiness to understand context and themes, schema ownership, and memory and cognitive readiness, is crucial in building deep understanding in learning ². This encompasses three main factors that shape how students approach and process information in a learning context: 1) Understanding Context and Themes: Students' readiness to understand context and themes involves their ability to integrate new information into existing knowledge frameworks. If students already possess prior knowledge or experience related to a topic, they are better able to comprehend how new information relates to what they already know. This readiness also involves their ability to connect new concepts with personal experiences or prior knowledge. 2) Schema Ownership: Schemas are mental structures that organize and store

¹ Mohammed Amin Almaiah, Ahmad Al-Khasawneh, and Ahmad Althunibat, "Exploring the Critical Challenges and Factors Influencing the E-Learning System Usage during COVID-19 Pandemic," *Education and Information Technologies* 25, no. 6 (November 1, 2020): 5261–80, <https://doi.org/10.1007/s10639-020-10219-y>; Novianti Indah Putri et al., "Teknologi Pendidikan Dan Transformasi Digital Di Masa Pandemi COVID-19," *Jurnal ICT: Information Communication & Technology* 21, no. 1 (July 31, 2021): 53–57; Tong Zhang et al., "Applied Model of E-Learning in the Framework of Education for Sustainable Development," *Sustainability* 12, no. 16 (January 2020): 6420, <https://doi.org/10.3390/su12166420>.

² Marcy P. Driscoll, "Gagne's Theory of Instruction," in *Psychology of Learning for Instruction*, 2nd ed. (Florida State University, 2000), 341, [https://ocw.metu.edu.tr/pluginfile.php/9013/mod_resource/content/1/driscoll-ch10%20\(1\).pdf](https://ocw.metu.edu.tr/pluginfile.php/9013/mod_resource/content/1/driscoll-ch10%20(1).pdf); National Academies of Sciences Medicine Engineering, and et al., *How People Learn II: Learners, Contexts, and Cultures* (National Academies Press, 2018); Alan Pritchard and John Woollard, *Psychology for the Classroom: The Social Context* (Routledge, 2013); Tristan Rokhmawan, "Konteks, Tema, Skemata, Memori, dan Pikiran : Mendukung Pembelajaran Bahasa Sebagai Penghela Ilmu Pengetahuan," *Hasta Wiyata* 1, no. 2 (July 31, 2018): 75–99, <https://doi.org/10.21776/ub.hastawiyata.2018.001.02.02>; Mark Tennant, *Psychology and Adult Learning: The Role of Theory in Informing Practice* (Routledge, 2019).

information in our minds. Students who possess relevant schemas related to the learning material are more prepared to assimilate and connect new concepts. Readiness in owning schemas relevant to a specific topic enables them to quickly grasp new concepts, identify patterns, and establish connections between different pieces of information. 3) Memory and Cognitive Readiness: Strong understanding requires effective information processing. Students who are mentally prepared have the ability to focus, concentrate, and remember information more effectively. Cognitive abilities such as short-term and long-term memory, as well as the readiness to think analytically and critically, play a vital role in forming deep understanding.

In the context of Forelearn Apperception, these psychological factors serve as the foundation for building a strong initial understanding. Psychologically prepared students can link new information with existing knowledge, recognize patterns and relationships between concepts, and process information in a deeper manner. By having relevant schemas and strong cognitive abilities, students are ready to engage in the learning process with enthusiasm and optimal capabilities³.

In optimizing Forelearn Apperception, understanding learning readiness becomes key. By acknowledging and supporting the factors influencing learning readiness, we can design more effective learning approaches, promote higher learning achievements, and ensure a solid knowledge foundation is established from the outset⁴.

Learning that lacks a focus on foundational knowledge formation can lead to shallow understanding, difficulty in tackling complex concepts, and even decreased interest in learning itself. This phenomenon might also contribute to the increased dropout rates in distance learning environments, where students struggle to maintain motivation due to confusion or lack of comprehension.

In this context, existing educational theories provide valuable insights. Constructivism emphasizes the importance of building knowledge based on what individuals already know. Learning that begins with initial understanding is more effective in constructing complex concepts. Additionally, cognitive theory underscores the significance of deep and continuous information processing for meaningful learning achievements⁵.

In this framework, the study of Forelearn Apperception becomes relevant. Efforts to investigate how to initiate learning with a more structured and robust approach could yield better long-term outcomes. Focusing on building initial understanding, providing solid foundations, and developing problem-solving abilities might overcome some challenges faced in online and distance learning. By examining current issues, emerging problems, and past theories, the study of Forelearn Apperception has the potential to offer

³ Marcy P. Driscoll, "Gagne's Theory of Instruction"; Medicine et al., *How People Learn II*; Pritchard and Woollard, *Psychology for the Classroom*; Rokhmawan, "Konteks, Tema, Skemata, Memori, dan Pikiran"; Tennant, *Psychology and Adult Learning*.

⁴ Georgia Kokkalia et al., "School Readiness From Kindergarten to Primary School," *International Journal of Emerging Technologies in Learning (ijET)* 14, no. 11 (June 14, 2019): 4, <https://doi.org/10.3991/ijet.v14i11.10090>; Ellen Chung, Geetha Subramaniam, and Laura Christ Dass, "Online Learning Readiness Among University Students in Malaysia Amidst Covid-19 | Asian Journal of University Education," accessed August 29, 2023, <https://myjms.mohe.gov.my/index.php/AJUE/article/view/10294>; Tara Fenwick Tennant Mark, "Understanding Adult Learners," in *Dimensions of Adult Learning* (Routledge, 2004).

⁵ Szufang Chuang, "The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development," *Performance Improvement* 60, no. 3 (2021): 6–14, <https://doi.org/10.1002/pfi.21963>; Reza Feyzi Behnagh and Sepideh Yasrebi, "An Examination of Constructivist Educational Technologies: Key Affordances and Conditions," *British Journal of Educational Technology* 51, no. 6 (2020): 1907–19, <https://doi.org/10.1111/bjet.13036>; Andang Suhendi, Purwarno Purwarno, and Sri Chairani, "Constructivism-Based Teaching and Learning in Indonesian Education," *KnE Social Sciences*, March 11, 2021, 76–89, <https://doi.org/10.18502/kss.v5i4.8668>.

valuable insights in designing more effective and sustainable learning approaches in the modern era.

Using a qualitative descriptive analysis method and a meta-synthesis approach on 20 previous studies related to Forelearn Apperception, this research will cover several main discussion points: 1) Several studies related to Forelearn Apperception. 2) Factors influencing Forelearn Apperception. 3) Strategies developed by educational academics regarding Forelearn Apperception.

METOHOD

Using a meta-synthesis approach, this study will integrate findings from previous research to generate a richer and more comprehensive understanding of the concept of Forelearn Apperception and its impact on learning. The results of this research could provide valuable insights for educational practitioners, policymakers, and researchers in the field of learning and education (Hoon, 2013; Zimmer, 2006).

In the upcoming research, the qualitative descriptive analysis method and meta-synthesis approach will serve as the foundation for delving deeper into the concept of Forelearn Apperception. The research process begins with the exploration of relevant findings from past research through Google Scholar. Predefined search keywords such as apperception strategies, introductory learning strategies, and learning readiness mechanisms will aid in identifying relevant studies. Data will be sourced from studies published within the last 5 years to ensure up-to-date information.

After gathering 22 studies that meet these criteria, the subsequent focus will be on an in-depth analysis of the research report findings. Each report will be carefully analyzed, highlighting three key aspects: research outcomes, factors influencing Forelearn Apperception, and technical methods proposed by the authors related to introductory learning. During this process, relevant and specific information will be extracted from each study to address the predetermined research questions.

The collected data from each study will then be meticulously recorded and documented. Information about research outcomes, influencing factors, and technical methods will be carefully categorized. The qualitative descriptive analysis approach will be employed to analyze this data. This approach involves a deep understanding of the findings from each study, with data organized according to the predefined discussion points.

Subsequently, the meta-synthesis method will be applied. Data from various studies will be integrated to form a more complete picture of Forelearn Apperception. Through comparing and synthesizing findings from various sources, this research will depict dominant concepts, potential causal relationships, and practical implications of previous research outcomes. The results of this data analysis and synthesis will ultimately be summarized in a research report. This report will encompass research findings, factors influencing the concept of Forelearn Apperception, as well as various technical methods proposed by the authors. The chosen methodology will enable this research to provide an in-depth understanding of the concept and offer insights into influencing factors and technical methods applicable in educational practice.

RESULT DISCUSSION

Several studies related to Forelearn Apperception.

In this section, the research will delineate various findings that have been discovered in previous studies related to the concept of Forelearn Apperception. This encompasses the ways in which the concept is applied within the context of learning, its impact on initial comprehension, and its correlation with learning achievements. These results will be described descriptively, providing a comprehensive overview of the contributions of previous studies to our understanding of Forelearn Apperception.

A total of 24 studies that have been gathered are as follows: 1) Apersepsi Berbasis Lingkungan Sekitar sebagai Pemusatan Fokus Pembelajaran Biologi Selama Pembelajaran

Daring⁶, 2) Apersepsi Pembelajaran Melalui Cerita-Cerita Lucu untuk Meningkatkan Mutu Pembelajaran dan Profesionalisme Guru dengan Metode Pembelajaran Tutor Sebaya Di SMAN 21 Garut⁷, 3) Pengaruh Pemberian Apersepsi Scene Setting terhadap Kesiapan Belajar Siswa pada Mata Pelajaran PPKN⁸, 4) Pengaruh Apersepsi Guru PAI Terhadap Keaktifan Siswa Dalam Proses Pembelajaran Kelas VIII di SMPI Ash-Shibgoh Bitung Jaya-Tangerang⁹, 5) Strategi Guru dalam Proses Pembelajaran Praktik Mata Pelajaran Produktif di Sekolah Menengah Kejuruan¹⁰, 6) Comedy Sebagai Apersepsi Dalam Pembelajaran¹¹, 7) Pelaksanaan Apersepsi dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fikih di MAN 3 Bungo Kecamatan Tanah Sepenggall Kabupaten Bungo¹², 8) Apersepsi Guru Dalam Pembelajaran Bahasa Indonesia Di Youtube¹³, 9) Apersepsi Guru dalam Pembelajaran Membaca Permulaan Bagi Anak Usia Dini¹⁴, 10) Apersepsi Permainan Tradisional Kapal Otok-Otok Pada Pembelajaran Fisika SMK Materi Kalor¹⁵, 11) Apersepsi Pembelajaran Melalui Stand-Up Comedy Untuk Meningkatkan Motivasi Belajar Mahasiswa Dengan Metode Ceramah Di STKIP PGRI Ponorogo¹⁶, 12) Examining Student Perception of Readiness for Online Learning: Importance and Confidence¹⁷, 13) E-portfolio implementation: Examining learners' perception of usefulness, self-directed

⁶ Fitria Rahma Octaviani et al., "Apersepsi Berbasis Lingkungan Sekitar sebagai Pemusatan Fokus Pembelajaran Biologi Selama Pembelajaran Daring," *Buletin Pengembangan Perangkat Pembelajaran* 2, no. 2 (December 30, 2020), <https://doi.org/10.23917/bppp.v2i2.13792>.

⁷ Hilman Ramdiana, "Apersepsi Pembelajaran Melalui Cerita-Cerita Lucu untuk Meningkatkan Mutu Pembelajaran dan Profesionalisme Guru dengan Metode Pembelajaran Tutor Sebaya Di SMAN 21 Garut," *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 1 (February 10, 2020): 18–28, <https://doi.org/10.17977/um038v3i12019p018>.

⁸ Lusi Hidayanti, Siti Awaliyah, and Nuruddin Hady, "Pengaruh Pemberian Apersepsi Scene Setting terhadap Kesiapan Belajar Siswa pada Mata Pelajaran PPKN," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 3, no. 5 (July 1, 2021): 2187–93, <https://doi.org/10.31004/edukatif.v3i5.783>.

⁹ Zulfa Kamila, "Pengaruh Apersepsi Guru PAI Terhadap Keaktifan Siswa Dalam Proses Pembelajaran Kelas VIII Di SMPI Ash-Shibgoh Bitung Jaya " Tangerang," *JM2PI: Jurnal Mediakarya Mahasiswa Pendidikan Islam* 3, no. 1 (February 25, 2023): 50–64, <https://doi.org/10.33853/jm2pi.v3i1.511>.

¹⁰ Aula Rizqiyana, Mohammad Fatkhurrohman, and Mustofa Abi Hamid, "Strategi Guru Dalam Proses Pembelajaran Praktik Mata Pelajaran Produktif Di Sekolah Menengah Kejuruan," *Journal on Education* 6, no. 1 (August 21, 2023): 7797–7811, <https://doi.org/10.31004/joe.v6i1.4175>.

¹¹ Abdul Rahman Prasetyo, Nila Rahmawati, and Lisa Sidayawati, "Comedy Sebagai Apersepsi Dalam Pembelajaran," *JKTP: Jurnal Kajian Teknologi Pendidikan* 3, no. 2 (May 20, 2020): 158–65, <https://doi.org/10.17977/um038v3i22020p158>.

¹² Opi Teci Darisma Putri and Rini Ulva, "Pelaksanaan Apersepsi Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fikih Di Man 3 Bungo Kecamatan Tanah Sepenggall Kabupaten Bungo," *MUTAADDIB: Islamic Education Journal* 1, no. 1 (April 13, 2023): 25–43, <https://doi.org/10.51311/mutaaddib.v1i1.479>.

¹³ Nurmasyitha Nurmasyitha and Hajrah Hajrah, "Apersepsi guru dalam pembelajaran bahasa indonesia di youtube," *indonesia: Jurnal Pembelajaran Bahasa dan Sastra Indonesia* 2, no. 1 (March 6, 2021): 64, <https://doi.org/10.26858/indonesia.v2i1.19306>.

¹⁴ Gegana Jayapada, Imam Suyitno, and Suyono Suyono, "Apersepsi Guru dalam Pembelajaran Membaca Permulaan Bagi Anak Usia Dini," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5, no. 5 (May 30, 2020): 594–604, <https://doi.org/10.17977/jptpp.v5i5.13462>.

¹⁵ Ella Agustina, Jeffry Handhika, and Mislan Sasono, "Apersepsi Permainan Tradisional 'Kapal Otok-Otok' Pada Pembelajaran Fisika SMK Materi Kalor," *SNPF (Seminar Nasional Pendidikan Fisika)*, no. 0 (January 3, 2020), <http://prosiding.unipma.ac.id/index.php/SNPF/article/view/1390>.

¹⁶ Rizki Mustikasari and Ratri Harida, "Apersepsi pembelajaran melalui stand-up comedy untuk meningkatkan motivasi belajar mahasiswa dengan metode ceramah di stkip pgri ponorogo," *Jurnal Pendidikan* 21, no. 2 (September 14, 2020): 111–21, <https://doi.org/10.33830/jp.v21i2.960.2020>.

¹⁷ Florence Martin, Brandy Stamper, and Claudia Flowers, "Examining Student Perception of Readiness for Online Learning: Importance and Confidence," *Online Learning* 24, no. 2 (June 1, 2020), <https://doi.org/10.24059/olj.v24i2.2053>.

learning process and value of learning ¹⁸, 14) Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation ¹⁹, 15) Class conversation strategies in junior high schools: Study of conversation analysis ²⁰, 16) Awareness and Readiness of Malaysian University Students for Emotion Recognition System ²¹, 17) Listening Closely: Narrative Sensitivity and Thematic Apperception in Ben Lerner's The Topeka School ²², 18) Utterance chains: A dialogic route to speculative thinking-with toddlers in the Chthulucene, 19) Self-Reflection in Counselor Education: An Apperceptive Application of Multicultural Competence Using Instagram ²³, 20) Ontic Apperception of an Epistemic Subject: Giving Education a Metaphysical Meaning Epistemik Öznenin Ontik Ben Idraki: Eğitime Metafizik Bir Anlam Kazandırmak ²⁴, 21) The Effect of Introduction, Connection, Application, Reflection, and Extension (ICARE) towards Students' Chemistry Learning Outcom ²⁵, 22) The Effect of Metacognitive-Based Contextual Learning Model on Fifth-Grade Students' Problem-Solving and Mathematical Communication Skills ²⁶, 23) The School Apperception Story Procedure: Educational Psychologists' experiences of using a novel measure to elicit pupil views. ²⁷, 24) The Effect of Problem-Based Learning on Metacognitive Ability in the Conjecturing Process of Junior High School Students ²⁸

¹⁸ Boon Khing Song, "E-Portfolio Implementation: Examining Learners' Perception of Usefulness, Self-Directed Learning Process and Value of Learning," *Australasian Journal of Educational Technology* 37, no. 1 (March 3, 2021): 68–81, <https://doi.org/10.14742/ajet.6126>.

¹⁹ Giang Hoang et al., "Entrepreneurship Education and Entrepreneurial Intentions of University Students in Vietnam: The Mediating Roles of Self-Efficacy and Learning Orientation," *Education + Training* 63, no. 1 (January 1, 2020): 115–33, <https://doi.org/10.1108/ET-05-2020-0142>.

²⁰ Yusak Hudiyo, Alfian Rokhmansyah, and Kukuh Elyana, "Class Conversation Strategies in Junior High Schools: Study of Conversation Analysis," *Cypriot Journal of Educational Sciences* 16, no. 2 (April 30, 2021): 725–38, <https://doi.org/10.18844/cjes.v16i2.5649>.

²¹ Nor Azlina Ab Aziz et al., "Awareness and Readiness of Malaysian University Students for Emotion Recognition System," *International Journal of Integrated Engineering* 13, no. 6 (August 15, 2021): 299–309.

²² Teresa Teklić, "Listening Closely: Narrative Sensitivity and Thematic Apperception in Ben Lerner's The Topeka School," *Current Objectives of Postgraduate American Studies* 23, no. 2 (2022): 43–63, <https://doi.org/10.5283/copas.371>.

²³ Gail Louise Hunter, "Self-Reflection in Counselor Education: An Apperceptive Application of Multicultural Competence Using Instagram" (Dissertation, ProQuest Dissertations Publishing, The Chicago School of Professional Psychology, 2021), <https://www.proquest.com/openview/a540a166cac95379741042c065f0ddb/1?pq-origsite=gscholar&cbl=18750&diss=y>.

²⁴ Ahmet Şekerçi, "Ontic Apperception of an Epistemic Subject: Giving Education a Metaphysical Meaning Epistemik Öznenin Ontik Ben Idraki: Eğitime Metafizik Bir Anlam Kazandırmak," *Darulfunun İlahiyat* 32, no. 2 (2021), <https://doi.org/10.26650/di.2021.32.2.1000400>.

²⁵ Das Salirawati, Erfan Priyambodo, and Metridewi Primastuti, "The Effect of Introduction, Connection, Application, Reflection, and Extension (ICARE) towards Students' Chemistry Learning Outcome:" (7th International Conference on Research, Implementation, and Education of Mathematics and Sciences (ICRIEMS 2020), Yogyakarta, Indonesia, 2021), <https://doi.org/10.2991/assehr.k.210305.028>.

²⁶ Erif Ahdhianto et al., "The Effect of Metacognitive-Based Contextual Learning Model on Fifth-Grade Students' Problem-Solving and Mathematical Communication Skills," *European Journal of Educational Research* 9, no. 2 (April 15, 2020): 753–64, <https://doi.org/10.12973/eu-jer.9.2.753>.

²⁷ Yasmin Rose Lazarus, "The School Apperception Story Procedure: Educational Psychologists' Experiences of Using a Novel Measure to Elicit Pupil Views." (other, University of Essex & Tavistock and Portman NHS Foundation Trust, 2022), <https://repository.essex.ac.uk/33250/>.

²⁸ Sutarto et al., "The Effect of Problem-Based Learning on Metacognitive Ability in the Conjecturing Process of Junior High School Students," *Education Research International* 2022 (January 12, 2022), <https://doi.org/10.1155/2022/2313448>.

Out of the total studies analyzed, 15 were from Indonesia and 9 were from outside Indonesia, including the United States, Vietnam, Malaysia, New Zealand, Turkey, and the United Kingdom. Among them, 13 were international journals and 11 were national (Indonesian) journals. The entire analysis process in this study can be accessed at the following link: <https://osf.io/gt6y9>.

Factors that influence and are influenced by Forelearn Apperception.

This section will focus on identifying the factors that influence the success or failure of implementing the Forelearn Apperception concept. These factors may include student characteristics, learning environment, teacher's role, and the teaching approach used. Qualitative analysis will be used to describe in detail how these factors can affect the effectiveness of Forelearn Apperception.

Factors Influencing the Implementation of Forelearn Apperception

From summarizing 24 previous studies, findings can be drawn regarding the factors that influence Forelearn Apperception activities, including: 1) Teacher Readiness: The teacher's ability, creativity, and skills in designing and connecting materials influence the effectiveness and attractiveness of Forelearn Apperception. 2) Student Motivation and Interest: The level of student motivation and interest directly affects their involvement in Forelearn Apperception. Motivated students tend to be more responsive to this strategy. 3) Learning Context: Establishing a relevant, engaging, and context-appropriate learning environment enhances the appeal and student engagement in Forelearn Apperception. 4) Student Understanding of Previous Material: The student's ability to relate prior knowledge to new material affects their level of understanding through Forelearn Apperception. 5) Teacher's Ability to Connect Old and New Material: Teachers who can connect new material with students' previous knowledge help students embrace new material more effectively. 6) Student Ability to Understand and Overcome Challenges: Students' ability to overcome challenges and difficulties affects how much they can benefit from Forelearn Apperception. 7) Teacher Creativity: The teacher's creativity in designing and presenting apperception contributes to the attractiveness and effectiveness of stimulating initial student understanding. 8) Student Readiness: Student readiness, both technically and psychologically, influences the success of Forelearn Apperception. 9) Emotional Engagement: Apperception that triggers emotional engagement with the material influences a deeper learning experience. 10) Understanding of Context and Theme: Understanding the context and theme in apperception affects how students connect new information with prior knowledge. 11) Student Experience: Students' personal experiences or prior knowledge can influence how they respond to apperception and their ability to connect new information with what they already know.

Findings from various studies highlight that teacher readiness is a key factor influencing the effectiveness of implementing Forelearn Apperception. A teacher's ability to design innovative, creative apperception strategies that can connect the learning material to real-world scenarios is crucial in enhancing the attractiveness and impact of this strategy. Teachers who possess the skill of linking instructional content with students' daily lives can create a more engaging and relevant learning experience ²⁹.

Student motivation and interest play a significant role in the success of Forelearn Apperception. Findings from these studies indicate that students with higher levels of motivation and interest in learning are more active and responsive to this apperception strategy. Therefore, attention to students' psychological aspects and efforts to design apperception that sparks curiosity and enthusiasm are crucial in implementing Forelearn Apperception ³⁰.

²⁹ Pupu Saeful Rahmat, *Strategi belajar mengajar* (Pt. Scopindo Media Pustaka, 2019); Kala S. Retna, "Thinking about 'Design Thinking': A Study of Teacher Experiences," in *Teachers' Perceptions, Experience and Learning* (Routledge, 2018); Ridwan Abdullah Sani, *Inovasi Pembelajaran* (Bumi Aksara, 2022).

³⁰ Almaiah, Al-Khasawneh, and Althunibat, "Exploring the Critical Challenges and Factors Influencing the E-Learning System Usage during COVID-19 Pandemic"; Joshua L. Howard et al.,

Establishing a suitable, engaging, and relevant learning context is a key factor in enhancing the appeal and engagement of students in Forelearn Apperception. Research findings show that a proper context helps students connect new information with prior knowledge, thereby enhancing understanding and retention of the material. Therefore, teachers need to carefully consider the context that best suits the learning material to create a meaningful learning experience ³¹.

Student understanding of previous material significantly influences the effectiveness of Forelearn Apperception. The ability of students to link prior knowledge with new material affects their initial understanding of the learning material. Hence, apperception strategies need to be designed in such a way that students can easily connect new concepts with their existing knowledge.

The teacher's ability to connect old and new material has a significant impact on encouraging student acceptance of Forelearn Apperception. Teachers who can link previous learning concepts with the current material being taught make it easier for students to understand and embrace new information. This assists in creating a continuous and deep understanding.

Student ability to understand and overcome challenges in learning affects how much they can benefit from Forelearn Apperception. Students who are skilled at overcoming difficulties are more likely to develop a deeper and reflective understanding. Therefore, apperception strategies need to be designed while considering students' ability to face challenges and providing necessary support.

Teacher creativity in designing and presenting apperception plays an essential role in enhancing the attractiveness and effectiveness of Forelearn Apperception. Teachers who can create appealing, interactive apperception that aligns with students' preferences tend to succeed in generating student interest and engagement in the learning process. Therefore, teachers need flexibility in designing apperception that matches students' characteristics.

Student readiness, both technically and psychologically, influences the success of Forelearn Apperception. Students who feel prepared to learn, possess technical readiness, and have sufficient self-confidence tend to be more responsive to this apperception strategy. Therefore, thorough planning and preparation on the part of students are determining factors in the success of implementing this strategy ³².

Emotional engagement of students is an important aspect of Forelearn Apperception. Apperception that triggers students' emotional engagement with the material can lead to a deeper and more meaningful learning experience. Therefore,

"Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory," *Perspectives on Psychological Science* 16, no. 6 (November 1, 2021): 1300–1323, <https://doi.org/10.1177/1745691620966789>; Judith L. Meece, "The Role of Motivation in Self-Regulated Learning," in *Self-Regulation of Learning and Performance* (Routledge, 1994); Suhirman Suhirman and Ihwan Ghazali, "Exploring Students' Critical Thinking and Curiosity: A Study on Problem-Based Learning with Character Development and Naturalist Intelligence," *International Journal of Essential Competencies in Education* 1, no. 2 (December 30, 2022): 95–107, <https://doi.org/10.36312/ijece.v1i2.1317>.

³¹ Anmei Dong, Morris Siu-Yung Jong, and Ronnel B. King, "How Does Prior Knowledge Influence Learning Engagement? The Mediating Roles of Cognitive Load and Help-Seeking," *Frontiers in Psychology* 11 (2020), <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.591203>; Teresa Garcia Pintrich Paul R., "Regulating Motivation and Cognition in the Classroom: The Role of Self-Schemas and Self-Regulatory Strategies," in *Self-Regulation of Learning and Performance* (Routledge, 1994).

³² Kokkalia et al., "School Readiness From Kindergarten to Primary School"; Chung, Subramaniam, and Dass, "Online Learning Readiness Among University Students in Malaysia Amidst Covid-19 | Asian Journal of University Education"; Tennant, "Understanding Adult Learners."

apperception strategies should consider the use of elements that evoke emotional responses from students³³.

Understanding the context and theme in apperception affects how students connect new information with prior knowledge. Apperception presented within a meaningful context helps students more easily link learning concepts and associate them with real-world situations. Students' personal experiences or prior knowledge can influence their response to apperception and their ability to connect new information with what they already know. Therefore, when designing apperception, it is important to consider students' experiences as a foundation for building new understanding.

Aspects influenced by the implementation of Forelearn Apperception

In addition to identifying influencing factors, concluding from the analysis of 24 previous studies, findings can also be drawn regarding the aspects influenced after the implementation of Forelearn Apperception. These aspects include: 1) Understanding of Material: Students could gain a deeper and better understanding of the material through Forelearn Apperception. 2) Enthusiasm and Student Motivation: Forelearn Apperception could enhance students' enthusiasm and motivation towards learning. 3) Ability to Connect Concepts: Students were able to connect new material with prior knowledge through Forelearn Apperception. 4) Problem-Solving Skills: Forelearn Apperception could improve students' ability to face and solve problems related to the subject matter. 5) Student Participation in Learning: Forelearn Apperception could encourage active participation and social interaction among students during the learning process. 6) Development of Metacognitive Skills: Students could develop their metacognitive skills in planning, monitoring, and evaluating learning through Forelearn Apperception.

Research findings indicate that Forelearn Apperception had a positive impact on students' understanding of the material. Through the use of relevant and engaging apperception, students tended to be more engaged and comprehend the material more deeply. Apperception acted as a bridge connecting new concepts with prior knowledge, assisting students in associating existing information and constructing a more holistic understanding. Therefore, Forelearn Apperception can be regarded as an effective tool for enhancing students' comprehension of the learning material.

The implementation of Forelearn Apperception could trigger an increase in students' enthusiasm and motivation for learning. Creative and engaging apperception could arouse students' curiosity and make them feel more engaged in the learning process. This finding underscores the importance of elements of excitement and creativity in the teaching strategy, contributing to a positive and interactive learning atmosphere. With heightened enthusiasm, students tended to be more active and responsive to lessons, which ultimately could have a positive impact on their learning outcomes³⁴.

Forelearn Apperception helped students connect new material with prior knowledge. Apperception that created associations between the learning content and students' experiences enabled them to embrace new material more effectively. This finding suggests that the apperception strategy not only fosters the interconnectedness of

³³ Kun-Hung Cheng and Chin-Chung Tsai, "Students' Motivational Beliefs and Strategies, Perceived Immersion and Attitudes towards Science Learning with Immersive Virtual Reality: A Partial Least Squares Analysis," *British Journal of Educational Technology* 51, no. 6 (November 1, 2020): 2140–59, <https://doi.org/10.1111/bjet.12956>; Joseph L. Mahoney et al., "Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students," *American Psychologist* 76, no. 7 (2021): 1128–42, <https://doi.org/10.1037/amp000701>.

³⁴ Cheng and Tsai, "Students' Motivational Beliefs and Strategies, Perceived Immersion and Attitudes towards Science Learning with Immersive Virtual Reality: A Partial Least Squares Analysis"; Meece, "The Role of Motivation in Self-Regulated Learning"; Pintrich, "Regulating Motivation and Cognition in the Classroom."

concepts in students' minds but also provides a framework that assists them in recognizing the relevance and applicability of the material in real-life situations ³⁵.

Research indicates that Forelearn Apperception could enhance students' problem-solving abilities related to the learning material. Apperception that stimulates critical and reflective thinking could assist students in viewing problems from multiple perspectives and seeking appropriate solutions. This skill not only impacted current learning outcomes but also equipped students with valuable skills to tackle challenges in real-life situations ³⁶. Forelearn Apperception could promote active participation and social interaction among students during the learning process. Apperception that involves interactive elements, such as games or group discussions, could foster collaboration among students and encourage their engagement in sharing understanding and perspectives. This finding emphasizes that Forelearn Apperception not only stimulates individual participation but also promotes collaborative and interactive learning.

The implementation of Forelearn Apperception also had the potential to develop students' metacognitive skills. Apperception that triggers self-reflection and monitoring of the learning process could help students become more aware of their own learning strategies. This empowers them with greater control over the learning process, aiding them in better planning and taking appropriate actions to enhance comprehension and academic achievement ³⁷.

Types of strategies developed by educational academicians in terms of Forelearn Apperception

In C this section, the research will explain various strategies that have been developed by educational academicians to implement the concept of Forelearn Apperception in instructional practices. These strategies can involve classroom approaches, curriculum development, technology utilization, or social interaction. The research will analyze each strategy in detail, including the context in which these strategies are most successful.

Based on the analysis of various previous studies, it can be concluded that there are various types of apperceptive activities conducted to prepare students for the learning process. These diverse apperceptive activities include: 1) Connecting Material to the Surrounding Environment: Several studies indicate that linking the learning material with students' everyday environment can help them understand concepts better. This approach creates relevance and clarity within the learning context. 2) Use of Humor: Apperception through the introduction of relevant funny stories or comedy related to the learning material can capture students' interest, making learning more engaging and reducing monotony. 3) Formation of Contextual Setting: Organizing the setting or background context according to the learning material helps students understand concepts better and faster. 4) Connecting Old and New Knowledge: Linking prior knowledge with new information being learned assists students in weaving concepts more comprehensively. 5) Introducing New Information: Explaining new knowledge and connecting it with previously learned knowledge helps students associate different concepts during the learning process. 6) Use of Analogies and Question-Answer: This strategy employs

³⁵ Asghar Iran-Nejad and Adam Winsler, "Bartlett's Schema Theory and Modern Accounts of Learning and Remembering," *The Journal of Mind and Behavior* 21, no. 1/2 (2000): 5-35; Rokhmawan, "Konteks, Tema, Skemata, Memori, dan Pikiran."

³⁶ Heather Leary et al., "Self-Directed Learning in Problem-Based Learning," in *The Wiley Handbook of Problem-Based Learning*, 2019, 181-98, <https://doi.org/10.1002/9781119173243.ch8>; Sutarto et al., "The Effect of Problem-Based Learning on Metacognitive Ability in the Conjecturing Process of Junior High School Students."

³⁷ Ahdhianto et al., "The Effect of Metacognitive-Based Contextual Learning Model on Fifth-Grade Students' Problem-Solving and Mathematical Communication Skills"; Sutarto et al., "The Effect of Problem-Based Learning on Metacognitive Ability in the Conjecturing Process of Junior High School Students."

questions or analogical comparisons to connect new material with students' existing experiences or knowledge. 7) Leveraging Technology: Incorporating digital content, audiovisual aids, or articles in apperception triggers students' attention and emotions, aiding deeper information processing. 8) Contextual and Problem-Based Approaches: Creating contextual situations or utilizing real-world problems to initiate learning helps students see the relevance and practical application of the learning material. 9) Sharing Personal Experiences: Encouraging students to share relevant personal experiences or stories can trigger deeper interest and engagement. 10) Narrative Sensitivity Utilization: Using powerful stories or narratives to evoke emotional sensitivity toward the learning material establishes an emotional connection with students. 11) Dialogic Techniques: Involving students in interactive dialogues with teachers or peers helps stimulate their attention and readiness for learning. 12) Self-Assessment and Reflection: Employing methods like self-assessment or self-evaluation of learning outcomes helps students understand their readiness and plan future actions.

Connecting Material:

Various forms of apperceptive activities can be applied in learning, such as connecting material to the surrounding environment. Research indicates that linking the teaching material to students' day-to-day reality can be explained through the concept of cognitive relevance and intrinsic motivation. Cognitive relevance theory states that effective teaching involves linking new concepts with the existing knowledge structure in students' minds³⁸.

In the context of intrinsic motivation, the theory of self-determination underscores the importance of internal factors in motivating individuals to learn. By connecting the learning material to students' environment, apperception creates relevance and authentic learning experiences. This can enhance students' sense of competence and autonomy, which in turn boosts their intrinsic motivation to understand and engage in learning. This approach, rooted in theories like cognitive relevance and intrinsic motivation, establishes a learning environment that leverages students' experiences to enhance conceptual understanding, learning motivation, and engagement.

Use of Humor:

Additionally, the use of humor has proven effective in apperception. This approach involves using relevant funny stories or comedy related to the learning material. Through humor, students tend to become more engaged and motivated in learning, reducing boredom and creating an enjoyable classroom atmosphere. In this way, learners have a greater chance of retaining and comprehending the presented information while developing an interest in learning³⁹.

This research can be analyzed through the lens of psychology of humor. The Superiority Theory, developed by Thomas Hobbes and later expanded by Herbert Spencer, posits that humor occurs when someone feels superior or more capable than others in a given situation. In the context of humor-based apperception, the use of comedy or funny stories helps students feel superior as they understand the humor presented by the teacher. This creates a sense of achievement and positivity toward the learning material.

³⁸ Cheng and Tsai, "Students' Motivational Beliefs and Strategies, Perceived Immersion and Attitudes towards Science Learning with Immersive Virtual Reality: A Partial Least Squares Analysis"; Marvin Levine, *A Cognitive Theory of Learning: Research on Hypothesis Testing* (Taylor & Francis, 2022); Mark R. Lepper Malone Thomas W., "Intrinsic Motivation and Instructional Effectiveness in Computer-Based Education," in *Aptitude, Learning, and Instruction* (Routledge, 1987); Dale H. Schunk and Maria K. DiBenedetto, "Motivation and Social Cognitive Theory," *Contemporary Educational Psychology* 60 (January 1, 2020): 101832, <https://doi.org/10.1016/j.cedpsych.2019.101832>.

³⁹ Martin Daumiller et al., "Humor in University Teaching: Role of Teachers' Achievement Goals and Self-Efficacy for Their Use of Content-Related Humor," *Studies in Higher Education* 45, no. 12 (December 1, 2020): 2619–33, <https://doi.org/10.1080/03075079.2019.1623772>; Ramdiana, "Apersepsi Pembelajaran Melalui Cerita-Cerita Lucu untuk Meningkatkan Mutu Pembelajaran dan Profesionalisme Guru dengan Metode Pembelajaran Tutor Sebaya Di SMAN 21 Garut."

Moreover, Arousal Theory is also applicable in this context. This theory suggests that stimuli that trigger pleasant or joyful feelings tend to increase individuals' attention and engagement. Therefore, humor can serve as a stimulus that reduces low arousal and enhances students' interest and involvement in the learning process ⁴⁰.

Setting Context:

The formation of contextual settings also plays a crucial role in apperception. In education, arranging the background or learning situation in accordance with the subject matter can help students connect new concepts with their existing knowledge. This approach creates a cognitive framework that assists students in organizing information better, accelerating comprehension, and strengthening the connections between learned concepts.

Schema Theory, developed by Bartlett in 1932, can explain this phenomenon. According to this theory, individuals possess "schemas" or knowledge frameworks used to organize and understand new information based on past experiences and knowledge. In the context of context-based apperception, organizing the learning situation according to the material helps students activate their existing schemas. Consequently, new concepts can be integrated more smoothly into the existing knowledge structure, aiding students in forming stronger connections between the concepts and expediting the comprehension process.⁴¹

Additionally, the Cognitive Load Theory can also be linked to the use of contextual setting in apperception. This theory suggests that there is a limit to how much information the brain can process at once. By presenting information in a more structured and relevant context, students can focus more on key concepts without being burdened by excessive cognitive load. This allows students to more effectively integrate new information into their existing knowledge.

Connecting Old and New Knowledge :

Apersepsi activities that connect old and new knowledge also had a positive impact. Linking new concepts with the students' existing knowledge helps build a bridge between the new information to be learned and what is already known. This can enhance the overall understanding of students and provide a more cohesive context.

The Constructivist Learning Theory, introduced by Piaget, supports this concept. This theory emphasizes that learning is a result of students actively constructing their own knowledge based on the interaction between new experiences and existing knowledge. In the context of apersepsi by connecting old and new knowledge, students have the opportunity to construct a deeper understanding by aligning new information with their existing conceptual framework. This creates stronger connections between concepts, facilitates continuous learning, and supports the development of more mature conceptual understanding ⁴².

⁴⁰ Zachariah Black, "Laughing with Leviathan: Hobbesian Laughter in Theory and Practice," *Political Theory* 49, no. 3 (June 1, 2021): 431–56, <https://doi.org/10.1177/0090591720952056>; Daumiller et al., "Humor in University Teaching"; Martin Eisend, "The Influence of Humor in Advertising: Explaining the Effects of Humor in Two-Sided Messages," *Psychology & Marketing* 39, no. 5 (2022): 962–73, <https://doi.org/10.1002/mar.21634>; Doris Pronin Fromberg and Doris Bergen, *Play from Birth to Twelve: Contexts, Perspectives, and Meanings* (Routledge, 2012).

⁴¹ Claus-Christian Carbon and Sabine Albrecht, "Bartlett's Schema Theory: The Unreplicated 'Portrait d'homme' Series from 1932," *Quarterly Journal of Experimental Psychology* 65, no. 11 (November 1, 2012): 2258–70, <https://doi.org/10.1080/17470218.2012.696121>; Iran-Nejad and Winsler, "Bartlett's Schema Theory and Modern Accounts of Learning and Remembering"; Marcy P. Driscoll, "Gagne's Theory of Instruction"; Medicine et al., *How People Learn II*; Pritchard and Woollard, *Psychology for the Classroom*; Rokhmawan, "Konteks, Tema, Skemata, Memori, dan Pikiran"; Tennant, *Psychology and Adult Learning*.

⁴² Helder de Jesus Ginja Antunes and Paulo Gonçalves Pinheiro, "Linking Knowledge Management, Organizational Learning and Memory," *Journal of Innovation & Knowledge* 5, no. 2 (April 1, 2020): 140–49, <https://doi.org/10.1016/j.jik.2019.04.002>; Rajendra Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom," *Shanlax International Journal of*

Furthermore, the Transfer of Learning theory is also relevant in this regard. This theory suggests that knowledge and skills acquired in one context can be applied or transferred to different situations or contexts. By connecting old and new knowledge in apersepsi, students can recognize similarities or connections between concepts across various learning contexts. This enables students to apply the learned knowledge in different situations, enhancing cognitive flexibility and enriching their understanding.

Presenting New Information :

Next, presenting new information through apersepsi provides an opportunity for teachers to introduce new knowledge and relate it to students' everyday experiences. Through this approach, students can connect new concepts with prior knowledge and see the relevance of these concepts in the context of their lives.

The Relevance Theory, developed by Sperber and Wilson, supports this concept. According to this theory, understanding and interpreting information depend on the relevance of the information in relation to the recipient's knowledge and communicative goals. In apersepsi, teachers can select information relevant to students' experiences and knowledge, thereby triggering more effective understanding processes and higher engagement. By linking new information with students' daily experiences, teachers help students perceive the meaning and significance of the concepts taught in their own lives. This can enhance students' intrinsic motivation to learn and promote deeper understanding⁴³.

Additionally, Kolb's Experiential Learning Theory is also relevant in this context. According to this theory, learning is most effective when students have direct experiences with the learning material. In apersepsi, teachers can create direct experiences or contexts that illustrate new concepts, allowing students to experience the concepts concretely. By involving students in real experiences, teachers facilitate deeper learning and enable students to connect new information with their own experiences, enriching their understanding of the concepts⁴⁴.

Analogy and Question-Answer

The use of analogy and question-answer techniques in apersepsi is another effective strategy. By asking thought-provoking questions and using familiar analogies, apersepsi guides students' attention to key concepts and builds a stronger framework of understanding.

The Constructivism theory, embraced by figures like Piaget and Vygotsky, supports this approach. According to this theory, students actively construct their own knowledge through interactions with their environment and experiences. By posing thought-provoking questions and opportunities for reflection, teachers provide students with the chance to think critically, reflect, and connect new concepts with existing knowledge. Analogies, as a tool of comparison, allow students to connect potentially complex concepts

Education 7, no. 4 (September 1, 2019): 1–13, <https://doi.org/10.34293/education.v7i4.600>; Kumar Shah; Banan Abdulrzaq Mukhalalati and Andrea Taylor, "Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators," *Journal of Medical Education and Curricular Development*, April 10, 2019, <https://doi.org/10.1177/2382120519840332>.

⁴³ Nicholas Allott, "Scientific Tractability and Relevance Theory," in *Relevance, Pragmatics and Interpretation*, 1st ed. (Cambridge University Press, 2019), 29–41, <https://doi.org/10.1017/9781108290593.004>; Tim Wharton, Caroline Jagoe, and Deirdre Wilson, "Relevance Theory: New Horizons Foreword by Tim Wharton, Caroline Jagoe and Deirdre Wilson," *Journal of Pragmatics* 194 (June 1, 2022): 1–5, <https://doi.org/10.1016/j.pragma.2022.03.012>; Deirdre Wilson, "Relevance Theory," in *Oxford Research Encyclopedia of Linguistics*, 2019, <https://doi.org/10.1093/acrefore/9780199384655.013.201>.

⁴⁴ Louise Lehane, "Experiential Learning—David A. Kolb," in *Science Education in Theory and Practice: An Introductory Guide to Learning Theory*, ed. Ben Akpan and Teresa J. Kennedy, Springer Texts in Education (Cham: Springer International Publishing, 2020), 241–57, https://doi.org/10.1007/978-3-030-43620-9_17; Thomas Howard Morris, "Experiential Learning – a Systematic Review and Revision of Kolb's Model," *Interactive Learning Environments* 28, no. 8 (November 16, 2020): 1064–77, <https://doi.org/10.1080/10494820.2019.1570279>.

to something more familiar in their everyday lives. This helps them construct a stronger mental representation of the learning material ⁴⁵.

Furthermore, the Situated Cognition theory is also relevant in this context. According to this theory, knowledge and understanding develop most effectively when linked to real-world situations. In a context of analogy and question-answer-based apersepsi, linking learning concepts to students' experiences and knowledge creates a more meaningful context. As a result, students can perceive the connection between the taught material and events, situations, or issues they are familiar with or experience in their daily lives. This fosters interest, motivation, and a deeper understanding of the learning material ⁴⁶.

Utilizing Technology to Support Apersepsi :

The utilization of technology, such as digital content, audio-visual materials, or articles, in apersepsi serves to stimulate students' emotions and attention. Visual and interactive content helps illustrate concepts more engagingly and comprehensibly, aiding students' understanding of complex material.

This approach aligns with Mayer's Multimodal Learning theory. According to this theory, learning that utilizes multiple sensory modes, such as visual and auditory, can enhance retention and understanding. In apersepsi, the use of visual content like images, diagrams, or videos allows students to receive information through various modalities. Audio-visual content also enables students to visualize complex concepts and processes that might be difficult to explain solely in textual form. Moreover, the presence of technology can create a more interactive and engaging learning experience, motivating students to actively participate in their learning ⁴⁷.

In the era of digital education, the Theory of Technology Integration in Learning is also relevant. This theory suggests that appropriate technology can enhance learning by providing access to diverse resources and learning tools. In apersepsi, the use of technology opens doors to accessing various types of content, such as explanatory videos, simulations, or interactive content. This provides students with the opportunity to approach the material in ways that suit their learning styles, while still meeting the desired learning objectives.

Contextual and Problem-Based Approaches :

Contextual and problem-based approaches establish a connection between learning concepts and real-world situations. Through such apersepsi, students see the relevance and utility of the concepts in real-life situations, motivating them to learn more deeply and think critically.

The Problem-Based Learning theory supports this approach. This theory emphasizes the importance of presenting students with real and complex challenges that require them to apply their knowledge and understanding in situations resembling real-world scenarios. In a problem-based apersepsi, students are presented with scenarios or situations that demand the application of learning concepts to solve concrete problems.

⁴⁵ Chuang, "The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development"; Feyzi Behnagh and Yasrebi, "An Examination of Constructivist Educational Technologies"; Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom"; Suhendi, Purwarno, and Chairani, "Constructivism-Based Teaching and Learning in Indonesian Education."

⁴⁶ David Barton, Mary Hamilton, and Roz Ivanič, *Situated Literacies: Reading and Writing in Context* (Psychology Press, 2000); Pintrich, "Regulating Motivation and Cognition in the Classroom."

⁴⁷ Markus Höllerer et al., *Visual and Multimodal Research in Organization and Management Studies* (New York: Routledge, 2019), <https://doi.org/10.4324/9781315455013>; Alejandra J. Magana, Mayari I. Serrano, and N. Sanjay Rebello, "A Sequenced Multimodal Learning Approach to Support Students' Development of Conceptual Learning," *Journal of Computer Assisted Learning* 35, no. 4 (2019): 516–28, <https://doi.org/10.1111/jcal.12356>.

This process prepares students not only to face real-world challenges but also stimulates critical thinking, analysis, and problem-solving⁴⁸.

Additionally, the theory of Contextual Relevance also supports this approach. According to this theory, learning that is embedded in a relevant real-world context can help students connect learning concepts with personal experiences and their surrounding environment. In a contextual apersepsi, students can see the connection between the taught concepts and events, situations, or issues they are familiar with or experience in their daily lives. This fosters interest, motivation, and a deeper understanding of the learning material⁴⁹.

Personal Experience Sharing :

The incorporation of personal experiences within an apersepsi creates an emotional bond between students and the learning material. Through these personal encounters, students become emotionally and cognitively engaged, enabling them to comprehend and feel connected to the subject matter.

This concept finds support in the Emotional Involvement Theory, which underscores the significance of emotions in the learning process. As per this theory, emotions play a pivotal role in influencing students' attention, motivation, and understanding of the learning material. When students engage emotionally with the learning content, they are more likely to associate concepts with their own personal experiences, thereby facilitating deeper comprehension⁵⁰.

Furthermore, the Affective Connection Theory also endorses the importance of personal experiences in learning. This theory posits that emotional ties to learning material can enhance students' motivation, interest, and engagement in the learning process. Through relevant personal experiences, students perceive the significance and relevance of the material in their own lives, thereby motivating them to engage earnestly in the learning process⁵¹.

Narrative Sensitivity :

Narrative sensitivity in apersepsi employs the power of storytelling to evoke emotions and create connections with the subject matter. Compelling stories aid students in internalizing concepts and achieving a deeper understanding. This concept is rooted in the Emotional Cognition Theory, which illustrates the interrelation of emotions and cognition in the learning process. The theory proposes that emotions can influence how information is processed and retained by individuals. When students emotionally connect with the stories or narratives presented in apersepsi, they are more inclined to process information more deeply and remember it more effectively⁵².

Additionally, the Experiential Learning Theory is relevant in this context. According to this theory, effective learning occurs when individuals engage in direct experiences containing emotional or affective elements. Stories or narratives in apersepsi create mental experiences akin to direct encounters, as students can visualize

⁴⁸ Leary et al., "Self-Directed Learning in Problem-Based Learning"; Leary et al.; Sutarto et al., "The Effect of Problem-Based Learning on Metacognitive Ability in the Conjecturing Process of Junior High School Students."

⁴⁹ Medicine et al., *How People Learn II*; Mukhalalati and Taylor, "Adult Learning Theories in Context"; Rokhmawan, "Konteks, Tema, Skemata, Memori, dan Pikiran."

⁵⁰ Aziz et al., "Awareness and Readiness of Malaysian University Students for Emotion Recognition System"; Mahoney et al., "Systemic Social and Emotional Learning."

⁵¹ Kevin M. Leander and Christian Ehret, *Affect in Literacy Learning and Teaching: Pedagogies, Politics and Coming to Know* (Routledge, 2019); Jan L. Plass and Slava Kalyuga, "Four Ways of Considering Emotion in Cognitive Load Theory," *Educational Psychology Review* 31, no. 2 (June 1, 2019): 339-59, <https://doi.org/10.1007/s10648-019-09473-5>; Richard E. Snow and Marshall J. Farr, *Aptitude, Learning, and Instruction: Volume 3: Conative and Affective Process Analyses* (Routledge, 2021).

⁵² Plass and Kalyuga, "Four Ways of Considering Emotion in Cognitive Load Theory"; Schunk and DiBenedetto, "Motivation and Social Cognitive Theory."

the situations in the stories. Consequently, they become emotionally engaged and better prepared to understand and apply the learning concepts⁵³.

Utilization of Dialogic Techniques:

The utilization of dialogic techniques in apercption fosters active interaction between teachers and students. Through this approach, students are engaged in discussions and idea exchanges, enhancing their readiness and focus during the learning process. This concept is grounded in the Social Constructivism Theory, which emphasizes the significance of social interaction in learning. According to this theory, students construct their understanding of the world through interactions with their environment and peers. In the context of apercption, dialogic interactions between teachers and students create opportunities for students to speak, argue, and discuss learning concepts. This not only clarifies their understanding but also provides them with direct feedback from teachers or peers⁵⁴.

The Student Engagement Theory is also pertinent here. This theory posits that students are more likely to learn deeply and achieve better outcomes when they actively engage in the learning process. By using dialogic techniques in apercption, students are invited to participate actively, feel valued, and take responsibility for their learning. Thus, they are better prepared and focused for upcoming learning experiences⁵⁵.

Self-Assessment and Reflection:

Incorporating self-assessment and reflection within apercption involves students in evaluating their own understanding and capabilities. This practice helps students gauge their readiness, identify strengths and weaknesses, and plan improvement actions. The Self-Directed Learning Theory is a relevant theoretical foundation in this context. According to this theory, students play an active role in directing their own learning. They not only receive information but also actively engage in identifying learning objectives, collecting and processing information, and evaluating their own understanding. In apercption involving self-assessment and reflection, students consciously take control of their own learning by evaluating their understanding of the material, identifying areas for improvement, and planning necessary steps to enhance their understanding and skills⁵⁶.

This theory is also related to the concept of Metacognition, which emphasizes students' awareness of their own thinking processes. Through self-assessment and reflection, students develop an understanding of how they learn and think, as well as how they can enhance their understanding and skills through appropriate efforts. Consequently, self-assessment and reflection in apercption serve as a foundation not only

⁵³ Lehane, "Experiential Learning—David A. Kolb"; Morris, "Experiential Learning - a Systematic Review and Revision of Kolb's Model."

⁵⁴ Chuang, "The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development"; Feyzi Behnagh and Yasrebi, "An Examination of Constructivist Educational Technologies"; Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom"; Suhendi, Purwarno, and Chairani, "Constructivism-Based Teaching and Learning in Indonesian Education."

⁵⁵ Priyatno Harsasto and Laila Kholid Alfirmas, "Citizen Inclusion Dalam Praktik Governance Sehari-Hari Menarik Pelajaran Dari Kebijakan Pendidikan Kota Surakarta" (Jurusan Ilmu Pemerintahan Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Diponegoro 2010, 2010),

⁵⁶ Chung, Subramaniam, and Dass, "Online Learning Readiness Among University Students in Malaysia Amidst Covid-19 | Asian Journal of University Education"; Samara B. Ginzburg, Sally A. Santen, and Richard M. Schwartzstein, "Self-Directed Learning: A New Look at an Old Concept," *Medical Science Educator* 31, no. 1 (February 1, 2021): 229–30, <https://doi.org/10.1007/s40670-020-01121-w>; Kokkalia et al., "School Readiness From Kindergarten to Primary School"; Leary et al., "Self-Directed Learning in Problem-Based Learning"; Svein Loeng, "Self-Directed Learning: A Core Concept in Adult Education," *Education Research International* 2020 (August 28, 2020): e3816132, <https://doi.org/10.1155/2020/3816132>; Thomas Howard Morris, "Self-Directed Learning: A Fundamental Competence in a Rapidly Changing World," *International Review of Education* 65, no. 4 (August 1, 2019): 633–53, <https://doi.org/10.1007/s11159-019-09793-2>; Tennant, "Understanding Adult Learners."

for evaluation but also for the development of metacognitive skills that are essential for lifelong learning.

CONCLUSION

One surprising observation by the author is the differing emphasis between the content presented in regional Indonesian journal articles and those with international recognition. Researchers in regional journal publications appear to be more focused on the Forelearn Apercception activities aimed at enhancing enthusiasm, interest, and a pleasant atmosphere in learning. This contrasts sharply with the focus of Forelearn Apercception in international journals, which extensively discuss how students can concentrate on learning, improve learning outcomes through discovering material relations and contextualization, and more importantly, how students can adapt to learning materials. The main differences lie between: 1) efforts to create enjoyable learning experiences and 2) efforts to foster student learning autonomy.

Moreover, there is a distinctiveness that emerges from the chosen strategies to implement apercception. For early, foundational, and middle-level students, apercception tends to be implemented to present engaging and enjoyable learning, including enhancing the focus and willingness of students to participate in the learning process. In higher stages such as advanced and higher education, apercception is directed towards fostering learning autonomy; by requiring students to engage in various activities showcasing their abilities and readiness to confront learning materials. Additionally, assessments are conducted to evaluate students' preparation and readiness for apercception activities.

In the context of regional Indonesian journals, researchers might prioritize aspects of enthusiasm, interest, and a pleasant atmosphere in learning. This could be tied to the learning culture in Indonesia, which often emphasizes the importance of positive learning environments and interactions between teachers and students. Apercception strategies that emphasize engaging and enjoyable learning might be more suitable to stimulate learning motivation and student engagement in the Indonesian educational context.

On the other hand, international journals might lean towards apercception strategies that encourage students to focus on learning, develop learning autonomy, and enhance learning outcomes. This likely reflects the global trend in education emphasizing critical thinking skills, problem-solving, and students' adaptability to various learning contexts. In this context, apercception strategies are directed towards enhancing students' abilities to formulate questions, find connections between concepts, and apply knowledge in real-world contexts.

Variations in apercception strategies can also be understood through students' cognitive development and learning progression as they age and advance in education. In the early stages, students might require visual stimuli, social interaction, and enjoyable experiences to arouse learning interest. However, as they reach higher education levels, it becomes important to develop learning autonomy, problem-solving skills, and critical analysis. Hence, apercception strategies at the advanced and higher education levels are more aimed at shaping these abilities.

Assessing students' preparation and readiness for apercception activities also reflects different approaches in evaluating learning outcomes. At the early education level, assessments might focus more on attendance and student engagement, whereas at higher levels, assessments could involve aspects of autonomy, analysis, and reflection. This reflects efforts to develop students who possess not only knowledge but also metacognitive skills that enable them to manage and understand learning more independently. Thus, the differences in focus, strategies, and assessment in the implementation of apercception in learning between regional Indonesian journals and international journals reflect the complexity and dynamics of education across different contexts and educational levels.

Overall, various apercception activities in learning share a common goal: to prepare students diversely and effectively for maximal learning. From connecting material to the

surrounding environment to self-assessment and reflection, these approaches help create meaningful and deep learning experiences for students.

This concept can be related to the Constructivist Learning Theory, which emphasizes that learning is an active process where students construct their own understanding and knowledge through interaction with learning material and their environment. Diverse and student-centered apercption approaches help create an environment where students have an active role in constructing their own understanding. Additionally, the Theory of Intrinsic Motivation is relevant in this context. Various engaging and relevant apercption activities can enhance students' intrinsic motivation, which stems from within themselves. When students feel engaged, interested, and in control of their learning, they are more likely to actively participate and develop a deeper understanding of the material.

By employing various identified apercption approaches, educators can provide diverse and engaging learning experiences for students. This not only increases student engagement in the learning process but also aids in creating deeper understanding, stronger connections between concepts, and lifelong learning skills.

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