CHAPTER II

LITERATURE REVIEW

2.1. Active Learning

The Cambridge International Examination explained in their 2015 article about active learning that the base of the active learning method is a theory of learning called the theory of constructivism. The theory of constructivism put forward the fact that students construct and build their very own comprehension of the matter. It is also stated in the theory of social constructivism that the social interaction with other is the essential source of learning

The knowledge of Active Learning and its other form has been researched for hundreds of years (Ragains, 1995). It is loosely defined as any instructional method that involves students in the process of learning. The active learning method is very distinct compared to the traditional method where student's role in a classroom is just to sit and listen to the lecture that is being given.

In contrast to the traditional method, the main element of active learning method is the engagement of the students itself *(Prince, 2004)*.

According to Meyers and Jones (1993), there are three connecting factors that shapes active learning. Those are: Basic Elements, Learning Strategies, and Teaching Resources. The Basic Elements consist of four elements that according to Meyers and Jones (1993) involves cognitive activities that allow students to clarify, question, consolidate and appropriate new knowledge' those four elements are talking and listening, reading, and re acting. The next factor is the Learning Strategy. Learning Strategy involves the previously mentioned four elements

which is mentioned above. 'These are small groups, co-operative work, case studies, simulations, discussion teaching, problem solving and Journal writing.' Meyers and Jones (1993). The last factor is the Teaching Resources. Those are the resources that the lecturer uses in order to encourage students in actively engaging in the learning activities.

One of the most common ways in incorporating active learning method in the classroom is through discussion. Discussion is a desired method if the goal of the lecture is to promote long term retention of information, to encourage students to dig deeper in learning, and to develop students' thinking skills. (McKeachie *et al.*, 1986).

Aside from the positive traits that active learning offers to the development of students, there is also barriers that comes with it. The greatest difficulties that haunt teachers in execution of active learning in the classroom is the risk that comes with the execution itself. The fact that there is a possibility where students are not willing to participate, not willing to think in higher order, or Students do not learn enough information successfully. The possibility of faculty members will experience the feeling of loss of control, the lack of needed skills, and the criticizes that might come due to the delivery of unorthodox ways of teaching. Although there are a lot of risks, every single one can be controlled by thoughtful planning (Bonwell, 1991).

The process of active learning is attained when students are engaged in the process of erudition trough passage, commentary, dialogue and hands-on activities which appears in a compelling atmosphere. Lore for kids hardly occurs in the vicinity of the passive learning. If students are situated in a steady condition such

as sitting while they are forced to endure information bulk, students might be overwhelmed quickly. A sort of active learning variations is provided to overcome the problem: cooperative learning and problem-based learning. The kind of activities encompassing the learning is role-playing, discussion, case study, taking part in collaborative learning, and quickly signed performances.

2.1.1. Cooperative Learning

Cooperative Learning is a subset of Active Learning method that was defined by Slavin as a learning process by which student work collaboratively in groups "to master material initially presented by the teacher" (Slavin,1990). Cooperative Learning requires students to be divided into small groups and work together to achieve a goal. Cooperative or collaborative learning prompts students to assist and mutually relate to with other pupils as learning companions. The social interaction which develops during the learning process might produce positive outcomes in the classroom climate as well as on the students' self-esteem and students' perception itself (Sharan, 1980).

Native, et al (1991) explained that prompting students to acquire and to entangle a greater responsibility for their study is the stem of teaching as in cooperative learning method, besides having to diversify instruction Commanding on the small group provide a significant room for the students taking part in a discussion and engages in language progress. In such a way, students acquire a tremendous opportunity to respond toward each other which in turn offers a conducive situation in developing a student communication's ability compare to the whole class discussion (Reid, Forrestal & Cook, 1989).

2.2. Gen Z and Healthy Food Choice

In choosing healthy foods, there are several things to do. Here is a healthy food selection process.
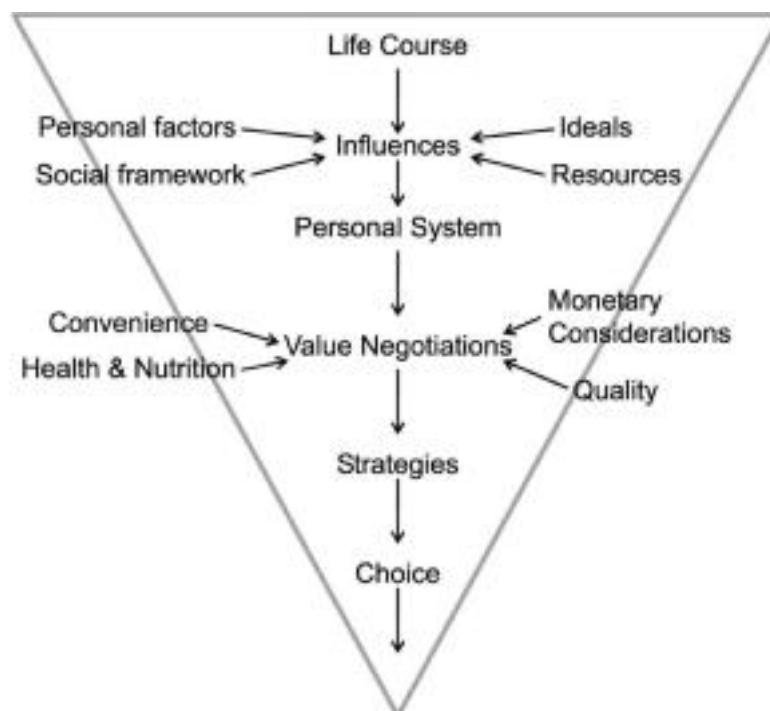
Source: Furst *et al.* (1996, p. 251)

Figure 2.1 Healthy Food Choice

According to Furst *et al.,* (1996) in the journal of 'Food Choice: A Conceptual Model of the Process', there are three core factors that is involved in one's food choice. The first one is Life Course. Life Course is set of past influences from individual's very own experiences and meaningful events, current inclusion in trends and movements and expectations of future occasions, and roles taken in the past life influenced respondents' association with food. The second one is Influences. Influence can be determined as ideals (standards), resources (tangible and intangible), personal factors (preference. Like and dislikes), food context

(availability and market factors), and social framework (social roles). As well as strengthen and competes with one another, it also shapes each other.

Lastly, it is the Personal System. In his research, Furst *et al,.* (1996) explained that it is the '(1) value negotiations that involved weighing of different considerations in making choices and (2) strategies that involved choice patterns based on previously resolved deliberations that had become habitual.'. The negotiating values that comes up the most frequent is; Sensory Perceptions, Monetary Consideration, Convenience, Health and Nutrition, Managing Relationship, and Strategies (Furst *et al.,* 1996).

Adolescence period is one of the most crucial period in a person's nutritional intake needs. Adolescence are experiencing a lot of change in their bodies through the process of puberty. Before adolescence period, the nutritional needs of both male and female is not distinguished, but in their adolescence period, there is a body-specific biologic and physiological changes in gender (gender specific) so that the nutrient needs become different. For example, girls need more iron because they have menstruation every month. The process of puberty requires a sufficient nutritional intake in order to reach maximum potential. Therefore, the food choice of adolescence becomes important. If the nutritional need in this period is not sufficiently fulfilled, it could lead in delayed sexual maturation and linear growth restriction. At this time, having a sufficient nutrition intake is also important to prevent the occurrence of chronic diseases associated with nutrition in adulthood, such as cardiovascular disease, diabetes, cancer and osteoporosis. (Ocviyanti, 2015). During their teenage years, adolescence is starting to hold responsibility for their own dietary habits, and attitudes related to health and behavior (Coateset *et*

al., 1982). The unconventional eating patterns are related to their early independence (Truswell and Damton-Hill, 1981).

It is important for adolescents to learn and implement the habit of healthy eating and smart food choice. Dietary habits that is being embodied during adolescence and persisted through their adult years whether it is positive or negative will bring consequences in their later stage of life. To have knowledge about healthy food choices will influence a person to adopt a healthy diet in the future (Thomas, 1994).

Figure 2.2 Balanced Nutrition

Balanced Nutrition Guidelines that have been implemented in Indonesia since 1955 are the realization of the recommendation of the World Food Conference in Rome in 1992. The guidelines replaced the slogan "4 Sehat 5 Sempurna" which has been introduced since 1952 and is no longer in accordance with the development of science and technology (Science and Technology) in the field of nutrition and the problems and challenges faced.

By implementing these guidelines, it is believed that multiple nutrient intake problems can be overcome. Balanced Nutrition Principle consists of 4 (four) Pillars which is basically a series of efforts to balance between nutrients that is being used and nutrients that comes in by regular weight monitoring (Kementrian Kesehatan RI, 2014). To meet the nutritional needs during the day, adolescence is recommended to eat regularly 3 times a day starting with breakfast, lunch and dinner. To reduce children eating unhealthy and non-nutritious food is recommended to always eat with family.

Breakfast is especially important for adolescents because they are growing and experiencing brain development that is highly dependent on regular food intake. In one day the body's need for energy, protein, vitamins, Minerals and fiber are also provided from the food consumed (Kementrian Kesehatan RI, 2014).

2.3.   Self-Efficacy

Rooted in the core of Albert Bandura (1986) Social Learning Theory, Self-Efficacy is defined as "People's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986).

Because of the significance of effect that Self Efficacy brings to the shaping of our success, in determining the recipe for success, numbers of psychologist put the factor of self-efficacy above the factor of talent. It is important to make sure that one's self efficacy belief is in line with the goal not the other way around (Akhtar, 2008).

According to Bandura (1986), there are view source of Self Efficacy. The first one is through mastery experience. Mastery experience provide the biggest impact to the building of one's self efficacy. Through successfully completing a task or for example succeeding to learn how to cook an egg will raise one's self efficacy on the matter but will be able to be decreased through the experience of failure. Overcoming obstacles through persistence and effort will grant a person with a resilient sense of efficacy. Once a strong self-efficacy is established, failure alone would not have so much of an impact (Bandura, 1986).

The second one is through vicarious experiences. To observe someone which is similar to us or someone who is a role model to us succeed in executing a task will also raise our belief that us too can accomplish the same task successfully.

The third one is through verbal persuasion. Having to have someone for example a coach, mother, friend, or teacher encourage us that we can successfully master or perform a task will also increase our belief that we can do such thing. The last one is through Emotional & Physiological States. How you feel will also influence your belief. If someone is in a state of depression, automatically their belief towards them self will also be damped. In reverse, someone who has a positive attitude toward them self will have more confidence in their self belief.

2.4.   Self Esteem

Broadly explained, self esteem is a part of self concept. It is viewed as the most crucial section of the self concept. A lot of concern has been given due to the correlation between self esteem and a view positive outcomes for a person or a whole society (Baumeister 1993; Smelser 1989). To increase the self esteem of adolescents would

bring benefits not only for the person but also for the society. Self esteem also described as a person's thorough evaluation of themselves that are positive (Gecas 1982; Rosenberg 1990; Rosenberg et al. 1995).

As told by Gecas (1982), self-esteem is consisting of two different dimensions which are; competence and worth. The dimension of competence is also known as the efficacy based self esteem is the explanation of the feeling of capableness and efficacious when a person evaluates themselves. As for the dimension of worth, it is related to the way a person feels that they are valuable.

If viewed in the context of academic environment, self-esteem becomes particularly critical because it is an essential element in the development of the motivation, persistence, and academic success of a student (Tremblay, 2000). Self Esteem can be divided into two categories: global and specific. Two of those category then can be separated into more precise group (Rosenberget *et al.*,1995).

While the purpose of global self esteem is to measure a person's view towards him or herself as a whole focusing on the psychological well being part (Crocker & Major, 1989), the purpose of the specific self esteem is to measure a behavior, specially, a behavior that is being investigated in a particular period (Rosenberg *et al.*, 1995). Rosenberg *et al.*, (1995) implies that when the specific self esteem is a convincing predictor of actual performance, it is not for the global.

When the increasing amount of self-esteem and achievement of knowledge is being mixed, as a key to mental health, that is the ideal accomplishment of the learning process (Baumeister, 1993; Chapman *et al.*, 1990 in Porter, 2000).

2.5   Generation Z

There are a lot of theories that state the official birth year of this generation and in what year does it stops. Randstad Canada depicts Generation Z as those conceived between 1995– 2014. Australia's McCrindle Research Centre defines Generation Z as those conceived between 1995– 2009, beginning with a recorded ascent in birth rates, and fitting their more up to date meaning of a generational traverse with a most extreme of 15 years. A 2014 report from Sparks and Honey describes Generation Z as those conceived in 1995 or later. In Japan, ages are characterized by a ten-year traverse with "Neo-Digital" starting after 1996. Conceived as the genuine Digital Natives, a large portion of age Z has no memory about existence before cell phones. Dissimilar to their Millenial antecedents who encountered the move of the computerized period. The Generation Z is likewise depicted as tolerant and tolerating. To be tolerant of contrasts has dependably been the default position of age Z – while their governmental issues differs and can tend towards the monetarily preservationist, they believe that being socially liberal abandons saying and are regularly appalled that anybody could suspect something. Halfway this is spurred by the way that age Z are themselves an exceptionally various age; they're the age whose guardians met individuals from everywhere throughout the world through modest flights and the web, and thus, will probably be blended race and hold in excess of one nationality than their antecedents (Oxford Royal Academy, 2018). Despite their youthful age, Generation Z are said to have the wisdom to put their health and wellness in their priority. Young Consumers of Generation Z under age 20, are making wellbeing a need when settling on food decisions—and will pay more for it. Another Nielsen overview of 30,000

individuals in 60 nations, the Global Health and Wellness Survey, reports that 41% of more youthful shoppers say they would pay a premium for food they see as more beneficial. That looks at to 32% of Millennials (ages 21 to 34) and around 21% of Baby Boomers (about age 50 to mid-60s). Individuals of any age say overwhelmingly—80%—they are utilizing food choice decisions to endeavor to avert corpulence and endless sicknesses (Tufts University, 2015). This is a strong base for a healthful lifetime that should be embraced and nurtured.

2.6. Hypothesis Development

The research design is a framework or blueprint for conducting a research project. It specifies the details of the procedures necessary to obtain the information needed to construct and / or solve the research problem. The research design in this research is as follows:
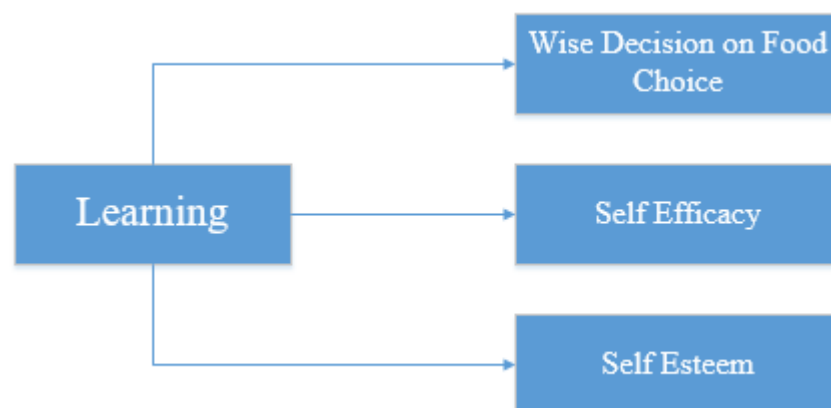
Figure 2.3 Research Model

2.6.1. Learning Towards Self Esteem

Previous research by Johnson & Johnson (1998) and Slavin, (1991) has proven that there is a strong proof and huge possibility that working together in the

context of active learning will escalate student's self esteem, their ability in working alone and to use their independence, their small group skills and the ability to work with others, and the way that they understood cooperative efforts and interdependence. Curry & Johnson (1990) asserted that when students are experiencing lack of confidence due to a failure in certain essential point, it is compulsory for a teacher to bolster students' skill instead of attempting hard to boost their self-esteem unnaturally. Concerning the importance of self-esteem possessed by students, teachers are to stimulate students in completing an assignment. This concern has been identified since 1950, as evident in over 80 studies that examined the relative impact of cooperative, competitive, and individualistic experiences on self-esteem (Johnson & Johnson 1989). Research conducted by Johnson & Johnson (1989) showed that methods of cooperative learning improve self-esteem than that does competitive (effect size = 0.58) or individualistic (effect-size = 0.44) methods.

Based on the previous research, we can conclude that having healthy state of self esteem can benefit Gen Z as students. Despite others variables, yet unprofitable home background, student's self-esteem mostly explicate how successful students are in school (Chapman et al. 1990, in Porter, 2000).

This study will propose this following hypothesis.

H1: Gen Z students who experience Active Learning will experience a more positive improvement in their Self Esteem than those who experience Passive Learning.

2.6.2. Learning Towards Wise Food Decision

University of Waterloo researcher Igor Grossmann (2017) stated "It appears that experiential, situational, and cultural factors are even more powerful in shaping wisdom than previously imagined," He also adds that empirical findings has unfold that the views of cognitive, developmental, social, and personality psychology coheres and generates the fact that experiential and situational context causes one's wiseness to vary dramatically. Based on the literature above, having to offer experience based learning, active learning can be a dominant factor in developing wiseness in food choice if the treatment is subjected to it. The current research demonstrated that experiences of active cooking, combined with the cognition on Nutrition, is more efficacious in altering dietary behavior rather than solely bulking cognition on Theoretical nutrition (Caraher, Dixon, Lang, and Carr-Hill. (1999).

Based on the review of the literature explained above, we can this study will propose this following hypothesis

H2: Gen Z students who experience Active Learning will demonstrate wiser decision on food choice than those who experience passive learning.

2.6.3. Learning Towards Self Efficacy

Albert Bandura has stated in his previous researches that the activity of active learning promotes the mastery of skill. Albert Bandura (1977) has stated in his previous researches that the skill mastery is the biggest source of self efficacy. If students experience a successful skill mastery process, their self efficacy on the matter will rise. It is also a critical aspect of self for their future as adults. The primary factor of the high rate of graduate unemployment is the deficiency of

interpersonal skills as well as self-efficacy (Kanfer & Hulin, 1985). Self-efficacy, as claimed by Bandura (1986, 1995), is the vastest factor that affects job seeking activities between graduates. Graduates who have high self-esteem actively motivated in their effort to find a job and to pursue a solid record in the workplace (Eden & Aviram, 1993). The other determinants are the way people think, feel and act (Rezaei, 2012). Bandura continued that, self-efficacy as one of the personal features, drive someone to pursue victoriously, and utilize their abilities in providing an individual's accomplishment (Bandura, 1993). Accordingly, self-efficacy is a significant concern to assure whether education system is capable of providing the student with technical and interpersonal skills to resist challenges in a work environment.

Based on the review of the literature explained above, this study will propose this following hypothesis

H3: Gen Z students who experience Active Learning will experience a more positive improvement on their self efficacy than those who experience passive learning.