The Effective Ways of Experiential Learning in Education Performance Among Generation Z

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ABSTRACT

Experiential learning has been around for a long time and Malaysia still uses this learning system. It is because this method of learning through experience can help Generation Z to continue studying to a higher level easily. In this research, the researcher intended to study the effective ways of experiential learning in education performance among Generation Z in Malaysia. Blended learning, active learning and critical thinking is identified as effective ways of experiential learning in education performance among Generation Z in Malaysia. In addition, descriptive and explanatory studies are used in this research. This study uses a quantitative approach. Generation Z will be surveyed to collect primary data by disseminating questionnaires. Furthermore, sampling based on probability will be used to select 384 respondents. To assure data consistency, a pilot test and reliability analysis will be conducted. Statistical Package for the Social Sciences (SPSS) will also be used to analyze the results obtained from respondents. Based on the findings, blended learning, active learning, and critical thinking have significant relationships with the effective ways of experiential learning in education performance among Generation Z in Malaysia, and blended learning is the most effective way of experiential learning in education performance among Generation Z in Malaysia. Researchers may utilize the newly suggested conceptual framework to conduct their research or incorporate additional variables into their study.

Keywords Experiential Learning, Generation Z, Effective Ways, Blended Learning, Active Learning and Critical Thinking

INTRODUCTION

Education is becoming increasingly important in today's culture. Education must be revised regularly as society evolves. As a result, traditional teaching techniques are progressively becoming obsolete. Thus, countries all over the globe, including Malaysia, have implemented innovative learning methods and integrated them into education at all levels. Many research papers have been written about how universities use this experiential learning method in their educational programs. It is characterized as a teaching technique that gives learners real experiences to supplement traditional teaching formats, such as lectures, to improve Gen Z's learning and comprehension of information, ideas, and concepts.

According to Bates (2019), there are a variety of learning styles. Experiential learning is one of the methods of learning that has been used for a very long time by many educators and may be used to a wide range of topics, disciplines, and formats. According to Pangelinan et al. (2018), the development, management, and systematic evaluation of experiential learning vary across institutional programs, they are guided by the generally accepted principles and goals of experiential learning as described by Roberts (2018), in response to "a particularly significant period in higher education history", greater emphasis was placed on experiential learning. Additionally, experiential learning allows learners to analyze real-world issues in a replicated setting (Skagen,

McCollum, Morsch, & Shokoples, 2018). Traditionally, they are done in a classroom setting as part of a course. Experiential learning provides teams with a learning environment that encourages innovation and risk-taking, which may be unacceptable or frowned upon in real-life settings (Skagen et al., 2018). Gen Z is required to be active learners through experiencing activities and practice, which increases the efficacy of learning to meet these difficulties.

In this study, we focus on the effective ways of experiential learning in education performance among Generation Z in Malaysia. We identify the effective ways of experiential learning, evaluate the relationship between experiential learning and education performance, and determine the most effective ways of implementing experiential learning in the education system for Generation Z in Malaysia. We also aim to provide practical recommendations for educators and policymakers to enhance the implementation of experiential learning in the education system.

Generation Z is selected as the sample because they represent the largest cohort currently engaged in Malaysia's secondary and tertiary education systems. This generation is characterized by strong digital affinity, preference for active and hands-on learning, and a learning style that aligns closely with experiential learning approaches. Furthermore, understanding Generation Z's educational performance is crucial to ensuring the relevance and effectiveness of future-ready education policies and pedagogical strategies in Malaysia.

The following sections provide a brief overview of the literature regarding definition and method of experiential learning, effective ways of experiential learning in education performance among Generation Z in Malaysia and university students. Other than that we will develop the conceptual framework to elaborate the relationship between the effective ways of experiential learning in education performance among Generation Z in Malaysia.

LITERATURE REVIEW

Experiential Learning

The experiential learning (EL) approach in education, which prioritizes the learner and their experiences, has garnered significant attention due to its positive impact on enhancing the quality of education by focusing on the development of skills and practical experiences. It is widely acknowledged that students who actively engage in the learning process and demonstrate a keen interest in their academic pursuits are more likely to attain elevated levels of academic achievement (Wang et al., 2021).

There are various types of EL opportunities available to learners, both inside and outside of the classroom. Learners have the potential to boost their intrinsic drive to learn by taking part in a course that places a focus on EL and by engaging in academic activities that are directly relevant to the sectors in which they are seeking education. As such, it is common practice for institutions of higher education to promote the utilizations of learners' abilities, in conjunction with the various educational resources and amenities available to them to foster active engagement (Xie & Derakhshan, 2021).

The EL approach has been found to be efficacious in promoting active learning by offering learners opportunities to engage with real-life experiences, Gen Z can interact with course content and critically evaluate it. This pedagogical strategy enables learners to become immersed in the subject matter being taught (Boggu and Sundarsingh, 2019).In order to ensure that learners acquire the necessary knowledge and practical training, it is imperative to allocate sufficient time for them to cultivate their capacity to utilize their knowledge and apply their skills to effectively address issues that are pertinent to their professional pursuits (Huang & Jiang, 2020).

Blended Learning

Blended learning (BL) has been a widely researched topic in higher education for some time now. BL refers to the integration of computer-mediated and face-to-face teaching, as defined by Francesca and Maria (2022). EL environments require a deliberate balance between physical presence and technological mediation. This balance is achieved through careful consideration of the various components involved, with the goal of creating optimal learning experiences for both learners and educators. The implementation of electronic and online media in

conjunction with traditional face-to-face teaching has the potential to enhance this learning method and increase engagement among Gen Z.

According to Shankar, (2021) online learning is a part of blended learning, which involves the integration of traditional teaching methods with contemporary online teaching techniques. This approach utilises a variety of online learning materials to facilitate the learning process. Despite being in existence for over twenty years, it has yet to receive the desired level of approval. The process involves utilising internet infrastructure and resources to distribute e-learning module courses.

BL, which involves a hybrid approach of physical and online learning, is gaining popularity and is favored by students due to its facilitation of student-centred programme courses and adaptability to individual student requirements. Students can choose from various attendance options, including online, offline, or face-to-face, depending on their preferences. BL possesses the capability to enhance classroom learning and restructure the learning environment to provide learners with increased autonomy (Smith & Hill, 2019). This is suitable to student who possess wide working experience in assist them to appreciate the educational mode of delivery. We thus test whether blended learning have significant relationship with education performance. We hypothesize that:

H1: There is a significant relationship between blended learning and education performance of Generation Z

HO: There is no significant relationship between blended learning and education performance of Generatio Active Learning

Active learning (AL) is a viable option for EL and has been identified as an effective approach for Gen Z. Active learning can serve as an instructional strategy that engages learners in active participation and reflection during class, thereby optimizing the implementation of learning and managing learners' abilities to achieve optimal learning outcomes. According to Puspanda et.al (2020), there are five strategies that can be used to describe the active learning component in online classes from a technical standpoint.

In a teaching and learning environment, there are numerous activities that can be utilised to encourage learners' engagement. When implementing AL strategies, it is recommended to start with simple and straightforward activities. As learners become more comfortable with these strategies, gradually increase the complexity of the activities. This approach can help ensure that learners are able to effectively engage with and benefit from AL. The following are examples of AL activities that can be implemented with ease and require minimal physical support or facilities (Syamsul, 2020).

Active learning provides the pedagogical methods (such as group work, project-based learning, role plays, and problem-based learning), while experiential learning provides the learning framework that connects experience to theory and practice. In essence, active learning facilitates engagement, and experiential learning deepens understanding by transforming that engagement into meaningful learning outcomes. We thus test whether active learning have significant relationship with education performance. We hypothesize that:

H1: There is a significant relationship between active learning and education performance of Generation Z

HO: There is no significant relationship between active learning and education performance of Generation Z

Critical Thinking

The skill of critical thinking (CT) has been identified as a crucial aspect of thinking and a significant determinant of the quality of student learning (Alsaleh, 2020). According Saputri et.al. (2019), the possession of CT skills is imperative in tackling the educational challenges of the 21st century. When individuals possess a critical mindset that enables them to think beyond conventional boundaries and generate more profound and insightful concepts. Given the present state of technological advancement, members of Gen Z can cultivate their critical thinking abilities and become more engaged in self-regulation, particularly in the context of enhancing their daily learning practices. We thus test whether critical thinking have significant relationship with education performance. We hypothesize that:

H1: There is a significant relationship between critical thinking and education performance of Generation Z

HO: There is no significant relationship between critical thinking and education performance of Generation Z
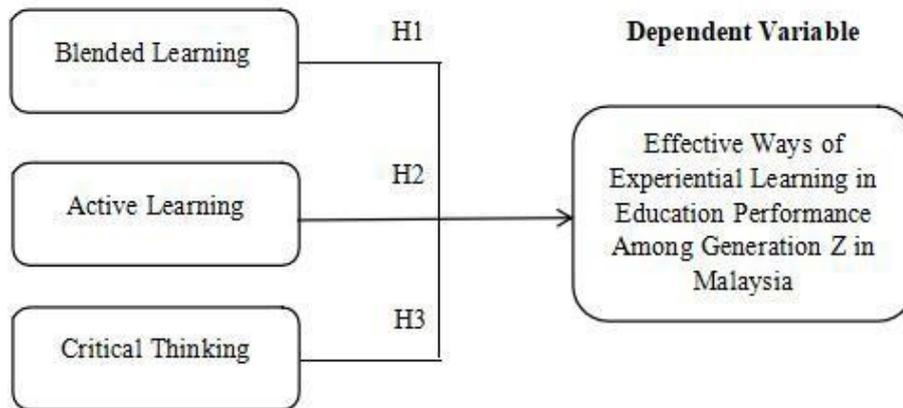

Figure 1: Research Conceptual Framework

Figure 1 is a study conceptual framework constructed from the thorough review from previous study. It explains the correlation between dependent and independent variables.

RESEARCH METHODOLOGY

Research Design

The objective of this study is to evaluate the effective ways of EL in education performance among Generation Z in Malaysia. The methodology used involved an investigation into the effective ways of this approach. In this study, a explanatory research design was utilised along with a structured questionnaire form to gather relevant data. The approach of this explanatory method was to identify and verify the characteristics and information that could enhance the academic achievement of Gen Z students. A structured questionnaire was utilised along with a quantitative methodology to conduct the analysis. The statistical hypotheses that correspond to the analysis questions were also described. Data can be collected from two main sources: primary and secondary. In this case, both primary and secondary data sources have been collected.

Methodology Choice

In the field of research, there are two main approaches: the inductive approach and the deductive approach. In the field of logic, there are two main approaches: inductive and deductive. The inductive approach starts with specific observations or premises and then draws a general conclusion based on those observations. On the other hand, the deductive approach begins with general premises and then uses logical reasoning to arrive at a specific conclusion. In this study, deductive approach was utilised by the researcher due to the presence of a pre-existing theory, hypotheses, and data that required collection and analysis. The deductive approach or quantitative research was found to be more relevant. The effective ways of experiential learning in education performance among Gen Z in Malaysia was investigated using a quantitative research approach. Hypotheses were developed during the research process.

Data Collection

Data collection is a methodical process of obtaining and evaluating information from primary and secondary sources to obtain a comprehensive understanding of a particular subject. A quantitative research method was utilised in this study. The researcher opted to use a questionnaire as a means of gathering data for the study. To ensure the success of the questionnaire, a Google form was created and the URL link was shared on various social media platforms, including WhatsApp. In this study, both primary and secondary data were utilised for

research purposes.

Secondary data refers to data that has already been collected and is readily available from other sources. Secondary data is a valuable tool in the research process. It can help researchers identify problems, develop appropriate approaches to those problems, and conduct further investigations for their studies. In academic research, secondary data can be gathered from various sources such as books, papers, academic publications, journal papers, academic articles, and websites that are relevant to the study.

Questionnaire Development

The study employed a quantitative approach to gather primary data through a survey. Google Forms was utilised to create the questionnaire, which proved to be a cost- effective and straightforward alternative to conducting a traditional paper-based survey. One way to share the content with the person it is meant for is by providing a URL or link. Using Google Forms can be a cost-effective solution for researchers. Researchers have the option to distribute their questionnaire through various social media platforms such as Twitter, Facebook, and WhatsApp. One way to streamline the survey process and save time is to use a smoothing technique. This involves distributing the questionnaire, collecting responses, and analysing the data all at once.

The survey method was utilised in this research by distributing self-administered questionnaires to respondents. The questionnaire is divided into three sections. Section A is designed to gather demographic information including gender, age, status, races, religion, level of studies, and year of studies. Next, Section B ask questions that are related to the effective ways of experiential learning in education performance among Generation Z in Malaysia which related with blended learning, active learning and critical thinking. In this study, the Likert scale was used to gather data from respondents. The scale measures the level of agreement on a scale of 1 to 5. In Section C of the questionnaire, we will be examining the usage of experiential learning among Gen Z in Malaysia.

Sampling Technique and Sampling Size

Probability sampling is used in this research, and simple probability sampling is used to select random samples. This is a method for selecting sample size from the sampling population under the condition that each sample has an equal and independent probability of selection. The target respondents of the survey are Gen Z that focusing on university students in Malaysia only. According to Rosalind and Fauziah (2021), the Generation Z population in Malaysia is 8.476 million but this sampling will be focusing on university students in Malaysia. The university student's population in Malaysia is 346,661. When the population is more than 75,000 people, the sample size is 384 based on Krejcie & Morgan (1970). Therefore, 384 respondents are selected as source of data and evaluation to answer questionnaires.

Data Analysis Method

Data analysis is the process of systematically analysing data using statistical or logical techniques. Various data analysis techniques, such as pilot test, Cronbach's alpha, and descriptive analysis for respondents' demographic data, are utilised in this study to illustrate and characterise the obtained data. Next, the data are analysed using pearson's correlation coefficient and multiple regression analysis. To obtain the result, the data would be processed using SPSS. This software was chosen due to its ability to handle large amounts of data, which allowed for the assessment of the quantitative data collection and tabulation process.

Pilot Test

The purpose of the pilot test is to ensure that respondents can comprehend and respond to the questionnaire's queries. In addition, a pilot test is conducted to determine whether the researcher can obtain the anticipated data. 10% of the actual sample size 384, or 38 questionnaires, comprise the pilot test sample. These questionnaires will be distributed to potential respondents. The respondents of the pilot test will remark on the difficulty or suitability of the questionnaires. Based on the results of the pilot study, researchers may revise any ambiguous or erroneous queries and assist respondents in providing accurate responses.

Reliability Analysis

In this analysis, a reliability test was utilised to ensure that both the dependent variable and all independent variables exhibited internal consistency of reliability. Cronbach's alpha is a statistical measure used to assess the internal consistency of a study. Cronbach's alpha is a statistical measure that ranges from 0 to 1. When assessing the reliability of a measurement tool, a commonly used statistic is Cronbach's alpha. A value of 0.7 or higher is generally considered to be an acceptable level of reliability for the measurement tool. To ensure accuracy and consistency, the researcher will conduct tests to assess the reliability of both the independent and dependent variables.

Validity Analysis

In the field of measurement, the validity test is a process that evaluates the accuracy and precision of a given measure. Obtaining credible output data is reliant upon the consistency and accuracy of measurements, as researchers need to ensure that their measurements are precise and reliable. Validity tests were utilised to assess whether the scale's expressions were suitable for measuring the research objective. Determining the reliability of a measured instrument is crucial, although it can be more challenging than testing its validity. Exploratory Factor Analysis (EFA) is a statistical technique used to evaluate the validity of a questionnaire.

Descriptive Analysis

This styudy employe descriptive analysis to examining and interpreting data to provide a meaningful description of variables. Descriptive analysis is a branch of statistics that aims to summarise and present large amounts of data in a simplified and manageable way. Descriptive analysis is a statistical method used to analyse the demographic data of respondents and independent variables in research.

Pearson's Correlation Coefficient

In this study, Pearson's correlation coefficient is used to measure the linear relationship between two numerical variables. By using this coefficient, it is assumed that the variables have a linear relationship, that two variables are related (independent variable and dependent variable), and that both variables have independent causes that produce a normal distribution. The value of the Pearson correlation coefficient ranges from +1 to -1.

Multiple Regression Analysis

Multiple regression is a statistical technique that uses ANOVA to predict the relationship between a given dependent variable and a set of independent variables. The intensity of the relationship between a continuous dependent variable and two or more independent variables is explained by multiple regression analysis. In this study, the regression on three independent variables, including blended learning, active learning, and critical learning, was examined. Below is the equation for multiple regression:

Equation: $Y = a + bX1 + cX2 + dX3$

Y	Dependent variable (Experiential Learning)
a	Constant or other effective
b	Effective Ways of X1 (Blended Learning)
c	Effective Ways X2 (Active Learning)
d	Effective Ways of X3 (Critical Thinking)
X1, X2, X3	Independent variables

Statistical Package for Social Sciences (SPSS)

SPSS, which stands for Statistical Package for Social Sciences, is a software programme that is commonly used for conducting data analysis. Complex statistical data nalysis is a common application of this tool among researchers. SPSS is a software package that is used to perform various statistical analyses, including the generation of tabulated reports and charts. It is also capable of conducting complex statistical analyses. SPSS is a software programme that is utilised for performing complex data operations and analyses with a high degree of accuracy.
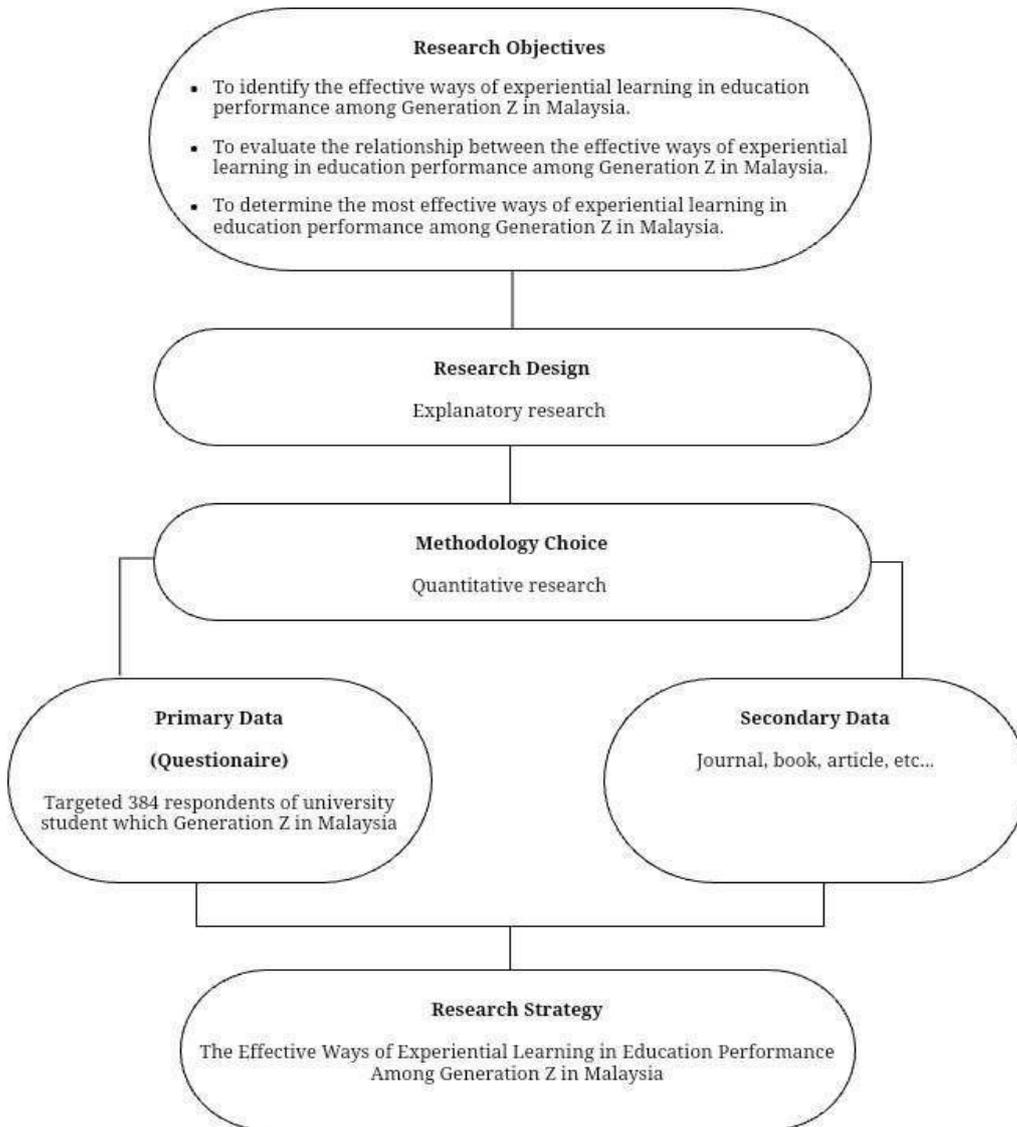
Research Flow

Figure 2: Research Flow

DATA ANALYSIS AND RESULTS

Reliability

The main objective of a reliability test was to assess the accuracy of each question in relation to the dependent and independent variables in order to obtain dependable answers. Researchers utilised the Cronbach's Alpha coefficient to assess the reliability of a study. Cronbach's Alpha ranges from 0 to 1, indicating its value. When the coefficients of reliability approach 1, it indicates a higher level of internal consistency.

There are total 20 items of questions that are measured using Likert scale ranging from 1 to 5 where 1= strongly

disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. The Cronbach's Alpha coefficient is a measure of the strength of association between each item in the independent variable and the dependent variable. Table 1 shown the sampling number is 38 for reliability test.

Table 1: Case Processing Summary of Experiential Learning

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	0.0
	Total	38	100.0

Tabel 2: Reliability Test for Experiential Learning

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.837	0.837	5

Table 2 demonstrate the Cronbach's Alpha value is higher than 0.7 which is 0.837 for dependent variable, effective ways of experiential learning in education performance among Generation Z in Malaysia. Therefore, the question for this dependent variable is reliable and can be used for the actual questionnaire.

Table 3: Reliability Test for Blended Learning

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.817	0.819	5

Table 3 illustrates Cronbach's Alpha for five questions for blended learning. The reliability statistics has value of 0.817 which is greater than 0.7. Hence, the question for this independent variable is reliable and can be used for the actual questionnaire.

Table 4: Reliability Test for Active Learning

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.727	0.726	5

Table shows the Cronbach's Alpha value is higher than 0.7 which is 0.727. Therefore, the question for this independent variable is reliable and can be used for the actual questionnaire.

Table 5: Reliability Test for Critical Thinking

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.833	0.834	5

Table 5 demonstrate the outcome of Cronbach's Alpha for five questions in critical thinking. The value of Cronbach's Alpha is 0.833 which is higher than 0.7. Therefore, the questions construct can be used for actual questio

Table 6: Descriptive Analysis for Experiential Learning

Frequency						
Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
EL1	This learning experience will help me do my job better	166 (43.2%)	188 (49%)	13 (3.4%)	8 (2.1%)	9 (2.3%)
EL2	I believe this learning experience has prepared me for other experiences	182 (47.4%)	180 (46.9%)	10 (2.6%)	8 (2.1%)	4 (1%)
EL3	This learning experience is enjoyable to me	178 (46.4%)	167 (43.5%)	17 (4.4%)	10 (2.6%)	12 (3.1%)
EL4	This learning experience is applicable to me and my interests	180 (46.9%)	179 (46.6%)	12 (3.1%)	8 (2.1%)	5 (1.3%)
EL5	I can see myself using this learning experience in the future	184 (47.9%)	167 (43.5%)	8 (2.1%)	15 (3.9%)	10 (2.6%)

Table 6 explained the descriptive analysis result of the dependent variable, experiential learning. Item EL1 describe that respondents agree this learning experience will help them do their job better. There are 43.2% of respondents strongly agree with the statement and 49% of respondents agree. Aside, there are 3.4% feel neutral with item EL1. However, there 2.1% respondents disagree and 2.3% respondents strongly disagree that this learning experience will help them do their job better.

Item EL2 point out that respondents believe this learning experience has prepared them for other experiences. Most of the respondents (47.4%) strongly agree with the statement and 46.9% respondents agree that this learning experience has prepared them for other experiences There are 2.6% respondents are neutral with item EL2 while 2.1% respondents disagree, and 1% respondents strongly disagree with the item EL2.

Item EL3 highlight that respondents agree this learning experience is enjoyable to them and there are 46.4% respondents strongly agree with the statement while 43.5% respondents agree. In addition, 4.4% respondents are neutral on the statement. Furthermore, 2.6% respondents disagree that this learning experience is enjoyable to them while 3.1% respondents strongly disagree with the statement.

Next, item EL4 states that respondents agree this learning experience is applicable to them and their interests. There are 46.9% respondents strongly agree and 46.6% agree with the statement. 3.1% respondents are neutral with the statement. There are minority of respondents (2.1%) who disagree with the statement and 1.3% strongly disagree that this learning experience is applicable to them and their interests.

Lastly, item EL5 highlight that respondents can see themself using this learning experience in the future.There are 47.9% strongly agree with the statement and 43.5% agree that they can see themself using this learning experience in the future. However, there are 2.1% respondents are neutral followed by 3.9% disagree with the statement and 2.6% respondents strongly disagree that they can see themself using this learning experience in the future.

Table 7: Descriptive Analysis for Experiential Learning

Frequency						
Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
BL1	Blended learning helps me to manage my time	160 (41.7%)	175 (45.6%)	14 (3.6%)	17 (4.4%)	18 (4.7%)
BL2	Blended learning helps me to complete my assignments	182 (47.4%)	175 (45.6%)	9 (2.3%)	14 (3.6%)	4 (1%)
BL3	Blended learning encourages learners to pursue through information using website	191 (49.7%)	178 (46.4%)	4 (1%)	6 (1.6%)	5 (1.3%)
BL4	I feel glad when I study a course through blended learning	181 (47.1%)	173 (45.1%)	8 (2.1%)	11 (2.9%)	11 (2.9%)
BL5	I appreciate modern tools and equipment (Computer, internet...etc.) required by blended learning	198 (51.6%)	165 (43%)	4 (1%)	11 (2.9%)	6 (1.6%)

Table 7 explained the responses of 384 respondents on blended learning. Item BL1 states that blended learning helps them to manage their time and there are 41.7% respondents strongly agree followed by 45.6% respondents agree with the question. 3.6% of respondents claims that they feel neutral on the statement. However, there are 4.4% of respondents disagree continued with 4.7% respondents strongly disagree with the statement.

The item BL2 state respondents sure that blended learning helps them to complete their assignments. There are 47.4% respondents strongly agree, and 45.6% respondents agree on the statement. The table also shows that there are 2.3% respondents are neutral on the statement. On the other hand, there are 3.6% respondents disagree and 1% strongly disagree on BL2 statement.

The third statement, BL3 states blended learning encourages learners to pursue through information using website. There are 49.7% respondents strongly agree, and 46.4% respondents agree on the statement. However, there are respondents who have different opinions where 1% respondents are neutral while 1.6% respondents disagree with the statement, and 1.3% respondents are strongly disagree with statement BL3.

Next, the item BL4 describe that they feel glad when they study a course through blended learning. The results show that 47.1% respondents are strongly agreed that they feel glad when they study a course through blended learning and 45.1% respondents agree with the statement. Nevertheless, 2.1% respondents are neutral while 2.9% respondents disagree with the statement, and 2.9% respondents are strongly disagreeing with the statement.

Item BL5 declares that respondents appreciate modern tools and equipment (computer, internet...etc.) required by blended learning. Based on the table, more than half of the respondents, 51.6% strongly agree on the statement and 43% respondents agree on the statement. However, there are 1% respondents feel neutral on BL5 subsequently 2.9% respondents disagree and 1.6% strongly disagree on the statement BL5.

Table 8: Descriptive Analysis for Active Learning

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
AL1	I learn more from doing than from listening	162 (42.2%)	180 (46.9%)	4 (1.0%)	18 (4.7%)	20 (5.2%)
AL2	I could apply what I had learnt in class to my daily life	186 (48.4%)	181 (47.1%)	11 (2.9%)	4 (1.0%)	2 (0.5%)
AL3	I am willing to attend and make contribution in class	191 (49.7%)	171 (44.5%)	4 (1.0%)	9 (2.3%)	9 (2.3%)
AL4	I am interested in the learning topics. I could think more critically about the learning topics	178 (46.4%)	165 (43.0%)	15 (3.9%)	14 (3.6%)	12 (3.1%)
AL5	I am willing to present my thoughts during group discussion	195 (50.8%)	159 (41.4%)	10 (2.6%)	10 (2.6%)	10 (2.6%)

The result of active learning. The item AL1 point out respondents learn more from doing than from listening. There are 42.2% respondents strongly agree and 46.9% respondents agree with the statement. In addition, 1% respondents are neutral with the statement. However, there are 4.7% respondents disagree, and 5.2% respondents strongly disagree they learn more from doing than from listening.

Item AL2 states that respondents could apply what they had learnt in class to their daily life. There are 48.4% respondents strongly agree that could apply what they had learnt in class to their daily life and 47.1% respondents agree with item AL2. Furthermore, 2.9% respondents feel neutral on the statement. Conversely, there are 1% disagree on the statement and 0.5% respondents strongly disagree with item AL2.

Next, item AL3 mention that respondents willing to attend and make contribution in class Most of the respondents (49.7%) strongly agree on the statement and 44.5% respondents agree with the statement. There are 1% respondents are neutral on the statement. 2.3% respondents disagree willing to attend and make contribution in class while 2.3% respondents strongly disagree on the statement.

Item AL4 highlight that respondents interested in the learning topics and could think more   critically about the learning topics. There are 46.4% respondents strongly agree that they interested in the learning topics and could think more critically about the learning topics while 43% agree on the statement. Then, there are 3.9% respondents are neutral followed by 3.6% respondents disagree with the statement and 3.1% respondents strongly disagree.

Lastly, item AL5 states that respondents willing to present their thoughts during group discussion. There are 50.8% respondents strongly agree with the statement and 41.4% respondents agree. 2.6% respondents are neutral on the statement. However, 2.6% respondents are disagreed that respondents willing to present their thoughts during group discussion, and 2.6% respondents strongly disagree with the statement.

Table 9: Descriptive Analysis for Critical Thinking

Item	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CT1	Having spirit to ask questions	175 (45.6%)	171 (44.5%)	16 (4.2%)	11 (2.9%)	11 (2.9%)
CT2	Being tolerant of the different ideas	172 (44.8%)	184 (47.9%)	11 (2.9%)	7 (1.8%)	10 (2.6%)
CT3	Trying to understand something well	176 (45.8%)	169 (44.0%)	18 (4.7%)	13 (3.4%)	8 (2.1%)
CT4	Being able to give a reason when faced with complicated problem	178 (46.4%)	157 (40.9%)	25 (6.5%)	10 (2.6%)	14 (3.6%)
CT5	Considering other ideas in making their own decisions	193 (50.3%)	152 (39.6%)	21 (5.5%)	12 (3.1%)	6 (1.6%)

The result of critical thinking is shown in Table 9. The item CT1 point out respondents having spirit to ask questions. There are 45.6% respondents strongly agree and 44.5% respondents agree with the statement. In addition, 4.2% respondents are neutral with the statement. However, there are 2.9% respondents disagree and 2.9% respondents strongly disagree that they having spirit to ask questions.

Item CT2 point out that respondents being tolerant of the different ideas and there are 44.8% respondents strongly agree with the statement while 47.9% respondents agree. In addition, 2.9% respondents are neutral on the statement. There are minority of respondents (1.8%) who disagree with the statement and 2.6% strongly disagree that they being tolerant of the different ideas.

Next, item CT3 states that respondents trying to understand something well when using critical thinking. There are 45.8% respondents strongly agree and 44% agree with the statement. 4.7% respondents are neutral with the statement. Furthermore, 3.4% respondents disagree that they trying to understand something well when using critical thinking while 2.1% respondents strongly disagree with the statement.

Item CT4 point out that respondents are being able to give a reason when faced with complicated problem. There are 46.4% respondents strongly agree with the statement and 40.9% respondents agree that they being able to give a reason when faced with complicated problem. However, 6.5% respondents feel neutral on the statement followed by 2.6% respondents disagree with the statement and 3.6% respondent strongly disagree with the statement.

Lastly, item CT5 highlight that respondents considering other ideas in making their own decisions. There are 50.3% strongly agree with the statement and 39.6% agree that they considering other ideas in making their own decisions. However, there are 5.5% respondents are neutral followed by 3.1% disagree with the statement and 1.6% respondents strongly disagree that they considering other ideas in making their own decisions.

Reliability analysis was done in the pilot test using Cronbach's Alpha to assess the questionnaire's internal consistency. To create a profile of the respondents, the researcher incorporated variables and data that were displayed as pie charts, tabulated tables, and figures. The researcher used linear regression analysis to find that

there is a substantial association between the independent variables (critical thinking, blended learning, and active learning) and experiential learning, leading to the acceptance of all alternative hypotheses and the rejection of the null hypothesis. In the meantime, the study's strong positive association between the independent and dependent variables is revealed by Pearson's Correlation Coefficient analysis. Finally, blended learning is the most significant and effective ways of experience learning, according to multiple regression analysis.

CONCLUSION

The conclusion also discusses the implications of the research and provides practical recommendations for educators and policymakers to enhance the implementation of experiential learning in the education system. Finally, this part acknowledges the limitations of the study and suggests areas for future research to further explore the impact of experiential learning on Generation Z in the Malaysian education system.

Research Implication

The goal of this research is to gain a deeper understanding of effective ways of experiential learning in educational performance among Malaysia's Generation Z. Only three effective ways are being researched, but the researcher thinks there are more that would be more beneficial for experiential learning. As a result, the researcher created a new framework that other researchers may find useful.

The effective way of experiential learning is crucial to have in depth understanding on experiential learning for education performance and Generation Z in Malaysia to gain insights about the education performance. For Gen Z, experiential learning allows learners to analyze real- world issues in a replicated setting (Skagen et. al. 2018). Gen Z is required to be active learners through experiencing activities and practice, which increases the efficacy of learning to meet these difficulties.

From the perspective of educators, the findings of this study provide practical guidance for designing teaching and learning activities that are more engaging, authentic, and aligned with Generation Z's learning preferences. Educators can leverage the proposed experiential learning framework to integrate real-world tasks, simulations, project-based learning, and reflective practices into their curriculum, thereby enhancing students' critical thinking, problem-solving skills, and overall educational performance. For policymakers, this research offers empirical insights that can support evidence-based decisions in curriculum development, teacher training, and education reform initiatives. By embedding experiential learning principles into national education policies and standards, policymakers can ensure that the education system remains responsive to industry demands, technological advancement, and the future workforce needs of Generation Z in Malaysia.

Research Limitation

In conducting the study, the researchers have addressed several limitations. The restriction might be strengthened for next research. First, there is a time constraint that limits the researcher to studying only three independent variables: blended learning, active learning, and critical thinking. The researcher is aware that there are other effective ways for experiential learning. To get a more accurate and better outcome, the experiential learning study can concentrate on additional variables in future research.

The responses from Generation Z represent the next limitation. For private reasons, the possible responders might decline to complete the survey. A portion of the participants might not provide answers based on their personal experiences and might not fully comprehend the questions prior to responding. Because of this, the data might not be able to support experiential learning sufficiently. Based on the problem statement, the researcher created a questionnaire that would collect exact and accurate data for a meaningful study. Therefore, the data might not be sufficient to accurately reflect Malaysian Gen Z students.

Recommendation for Future Research

The researcher offered a new conceptual framework for future research because this study only   included three

independent variables (blended learning, active learning, and critical thinking). However, the researcher concluded that there were other effective ways of experiential learning. Future research may do qualitative study on education performance studies to acquire a greater understanding of experiential learning. Future researchers can enhance the sample size of the study to achieve generalization among university students. Therefore, demographic information can be used in future study to identify effective ways of experiential learning. Hence, internships are one of the most effective ways of experience learning that can be used in future studies. (Cannon and Geddes, 2019). The researcher develops a new research framework for future research, as shown below.
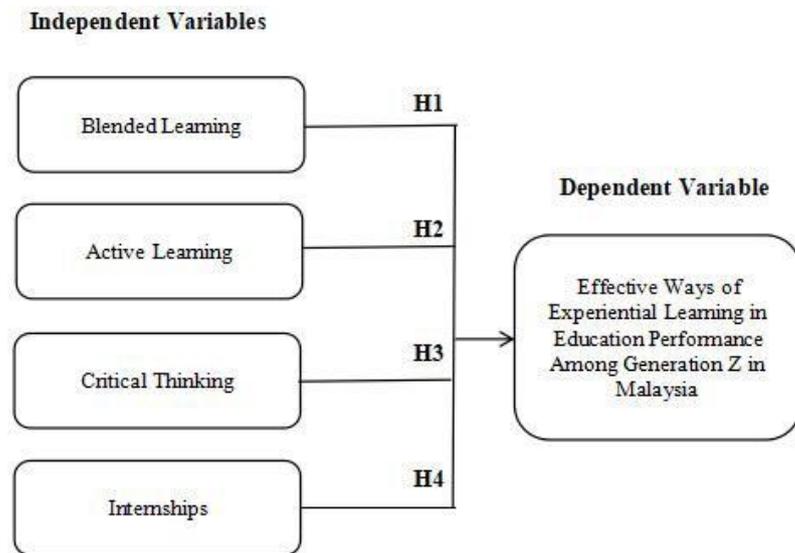
Figure 3: Future Research Framework

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