

# The Impact of Experiential Learning on Student's Knowledge

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## **ABSTRAK**

*The purpose of this study is to find out how the influence of the use of experiential learning models as a means of increasing student's knowledge in the Covid-19 pandemic. This research uses Class Action Research (PTK) with a quantitative approach. The subjects in the study were 5th graders totaling 22 children. But the authors only sampled 10 children due to the current pandemic situation, which does not allow the authors to gather all the children in one class. Authors use essay tests to measure students' abilities. The average Cycle 1 score that students get is 71.5 and the average Cycle 2 score that students get is 86.5. There is a significant increase in value after and before the study using experiential learning models. The results of this study show that the Experiential Learning model has a positive effect on student's knowledge.*

**Kata kunci :** *Experiential Learning, Student's Knowledge, Learning Model*

## Introduction

In the pandemic period, the teaching and learning process that should be carried out in schools cannot run well because students are required to study at home. Therefore, some students have difficulty in understanding the material presented online. Responding to the problem, the author is aimed at improving student's knowledge through experiential learning methods. During the pandemic, many students had difficulty learning, most students did not make good use of home learning activities, due to busy parents, or students who were not eager to learn while at home. This certainly has an impact on the decrease in students' grades and activeness when online school. So, many parents complain about the condition of the student, some parents choose an alternative to include their child in the tutoring. However, on the other hand, there are parents who feel burdened if they put their child in the study guidance, so that they can accompany their child to study at home.

The learning model is a conceptual framework that describes and describes systematic progress in applying learning and learning experiences to achieve specific goals and serves as a guideline in planning for educators in learning activities. This opinion was expressed by Muhammad (2015:29) reinforced by Andi (2015:239) who stated that the learning model is a plan or pattern used to form curriculum and long-term learning, design learning materials, and guide learning in the classroom or outside the classroom. The

learning model can be used as a pattern of choice, which means teachers can choose the appropriate and efficient learning model to achieve learning objectives.

David Kolb (in Fathurrohman 2015: 128) defines "learning as "the process of how knowledge is created through changing the form of experience". Knowledge results from a combination of understanding and transforming experience. States that "Experiential Learning is a learning process, a process of change that uses experience as a medium of learning or learning, not just material sourced from books or educators". Learning is done through reflection and also through a process of making meaning from direct experience. Learning from experience includes the link between doing and thinking. Experiential Learning as a method that helps educators relate the content of subject matter to real world conditions, so that with real experience students can remember and understand the information obtained in education so as to improve the quality of education.

According to Atherton (in Fathurrohman 2015: 128) suggests that in the context of learning experience-based learning can be described as a learning process that reflects experience in depth and from here emerges a new understanding or learning process. Experience-based learning utilizes new experiences and learning reactions to their experiences to build understanding and transfer knowledge, new skills, and new attitudes or even new ways of thinking to solve new problems. (Fathurrohman, 2015) states "Experience-based learning is centered on learning and oriented to activities of personal reflection about an experience and formulating plans to apply what is gained from the personal experience". The experiential learning model is a learning model that emphasizes the learning process that involves the student experience directly. Experience will make students do and think, so that it will bring about new understanding. (Hariri & Yayuk, 2018).

Experiential Learning helps students to associating learning materials with real circumstances, so that with these experiences students can remember and understand the information obtained in education and can improve the quality of education. Experiential Learning has 3 aspects, knowledge (concepts, facts, information), activities (application in activities) and reflection (analysis of the impact of activities on individual development). (Fathurrohman, 2015) . The purpose of the Experiential Learning model is to increase confidence, improve students' ability in active participation and create positive social interactions to improve social relationships in the classroom. (Hamalik, Proses Belajar Mengajar, 2006).

The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal leaning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense. The benefits of the experiential learning model to build and improve group cooperation, among others:

1. Develop and increase the sense of interdependence between fellow members.
2. Increase involvement in problem solving and decision making.

3. Identify and exploit hidden and leadership talents.
4. Increase empathy and understanding among members.

The advantages of the experiential learning model in learning are as follows:

1. Increase the enthusiasm and enthusiasm of learners because learners are active.
2. Help create a conducive learning atmosphere because learners rely on individual discoveries.
3. Bringing joy in the learning process because learning is dynamic and from various directions.
4. Encourage and develop creative thinking processes for participatory learners to find something.
5. Raising awareness of the need for change and strengthening self-awareness. The weakness of the experiential learning model just lies in how David Kolb explains that this model is still too broad in scope and cannot be understood easily, therefore the challenges associated with implementing the experiential learning model are sometimes uncompromising.

Supporting factors are factors that contribute to optimizing the application of the experiential learning model, including:

- a. clearer and more detailed presentation of problems by lecturers in accordance with the objectives of the lecture,
- b. more active student participation in learning, and
- c. learning atmosphere. fun, relaxed, and responsible in the form of discussion.

This is in accordance with Raharjo's opinion, that the methods that are suitable for the experiential learning model are 1). Demonstration, 2). Questions and answers, 3). Discussion, 4). Group work, 5). Brainstorm, 6). Micro teaching. While the inhibiting factors for the implementation of Experiential Learning are (a) less effective and efficient time, (b) students' difficulties in adapting to the Experiential Learning method, (c) Lack of students' ability to understand the tasks that must be done, and (d) lack of sense of belonging. students' self-confidence in carrying out emotional activities, observe, think, act to gain the ability Concrete Experience (CE), Reflection Observation (RO), Abstract Conceptualization (AC), Active Experimentation (AE).

To anticipate these weaknesses, then: (1) Lecturers: Should apply the Experiential Learning method in order to create a comfortable learning atmosphere, and be adjusted to the plans that have been prepared and the time provided, (2) For the Head of Study Programs, they should motivate lecturers to be able to use this method. Effective learning method for students, pioneering a business incubator (3) Students should be more courageous in expressing opinions and arguments when the learning method takes place, and improve inquiry and exploration skills to gain hands-on experience.

## Method

Based on the above problems, the author uses the theory of learning in line with Kolb quoted by Abdul Majid and Chaerul Rochman consists of four stages,

### 1. Concrete Experience

This stage emphasizes students more by being given a stimulus that can encourage students to do an activity. The activity in question is students observing the way of production of tofu directly

### 2. Reflective Observation

Students observe directly with the five senses. and students are expected to reflect on their experiences and from reflections students can draw lessons. This process will occur if the student can re-describe the experience he or she has gained.

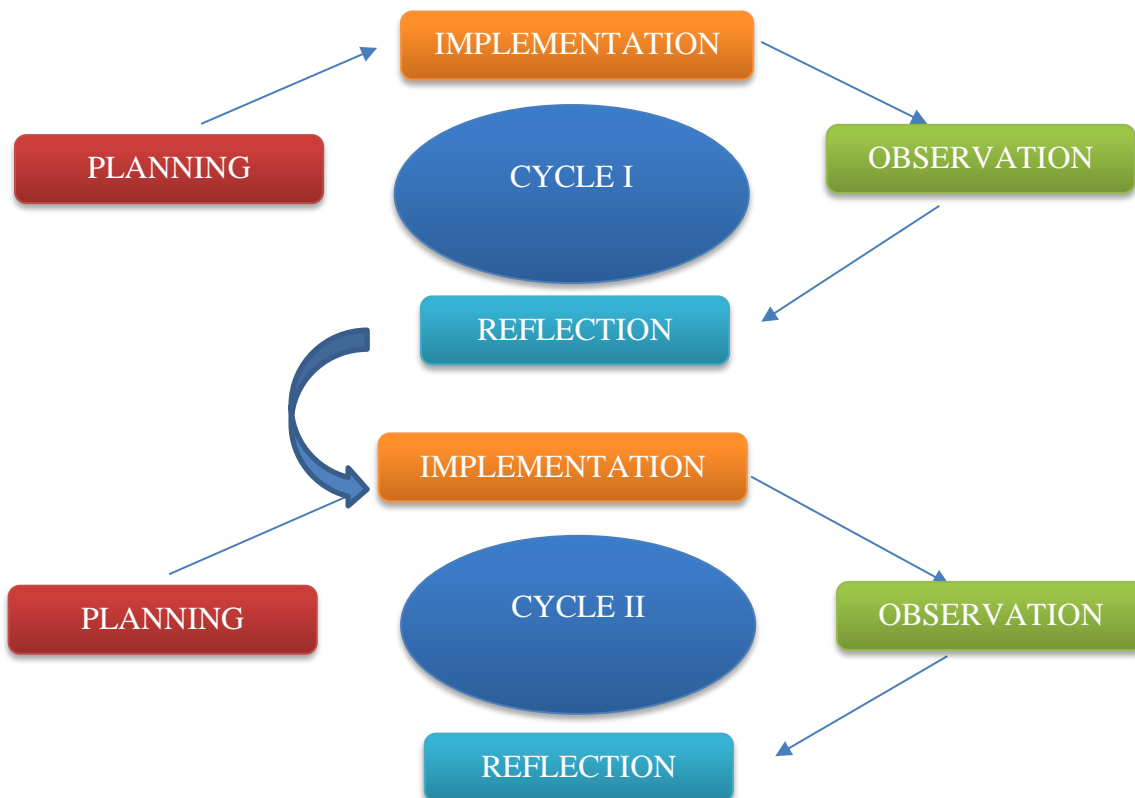
### 3. Abstract conceptualization

At this stage students begin to seek reciprocal relationships from the experiences they gain.

### 4. Active experimentation

At this stage students try to apply the experience they have gained beforehand. (Majid & Rochman, 2014).

Here is the cycle of PTK.



This research is quantitative to see and understand the models studied.

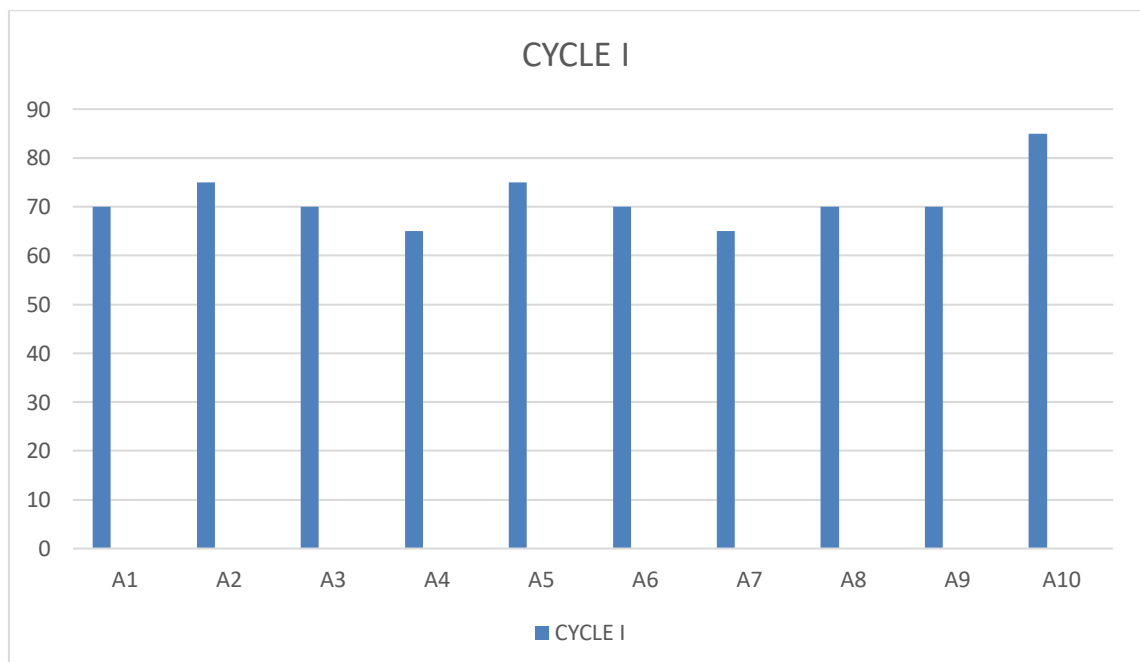
## Result and Discussion:

### Cycle I

In this cycle researchers plan what students will do when learning directly begins. Then the author invites students to do direct learning and accompany the course of experiential learning. Researchers observed the liveliness of students during the experiential learning process. Then, the author tested 10 children who had been selected. Each student will be given 10 questions, each problem weighs a maximum of 10 points, so the total points are 100. After the test, the results of the first cycle are known as follows.

**Table 1. Student Cycle I Grades**

Name	Cycle I
A1	70
A2	75
A3	70
A4	65
A5	75
A6	70
A7	65
A8	70
A9	70
A10	85
<b>Average</b>	<b>71,5</b>



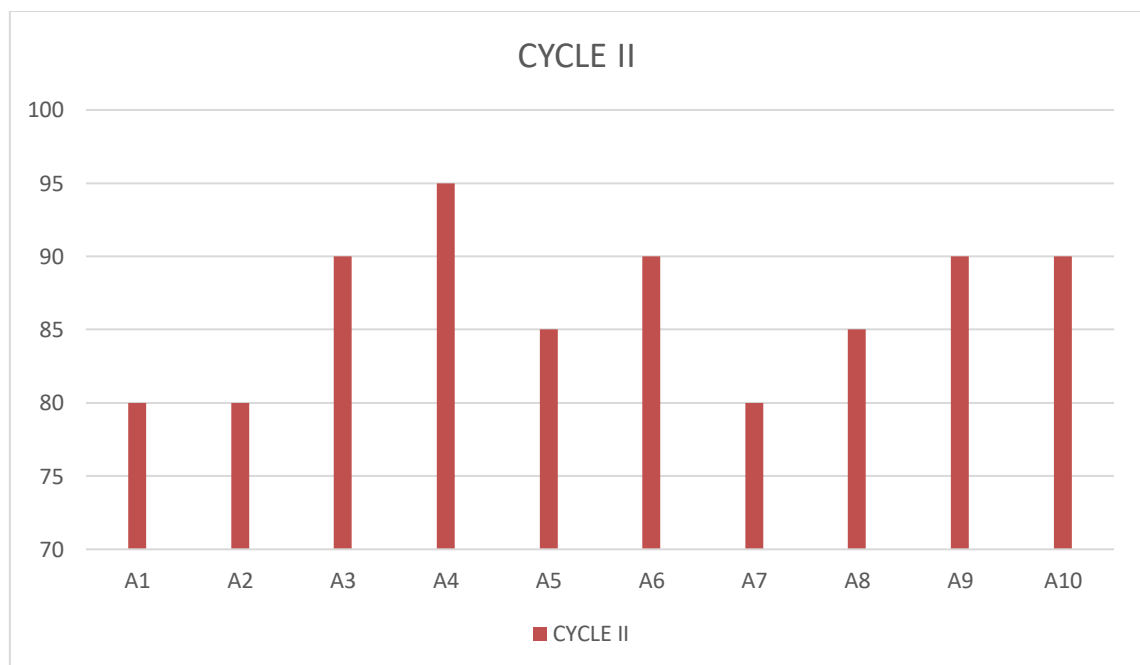
### Cycle II

After the first cycle, researchers plan learning in cycle II, and analyze deficiencies in previous cycles. Then do the same learning as experiential learning and students jump directly. Researchers accompany and observe the learning process in cycle II. Then, students were given tests to measure how influential the Experiential Learning model

was on students' learning outcomes in cycle II. After the test, the following results were obtained.

**Table II Student Cycle II Grades**

Name	Cycle II
A1	80
A2	80
A3	90
A4	95
A5	85
A6	90
A7	80
A8	85
A9	90
A10	90
<b>Average</b>	<b>86,5</b>



## Description

Both actions are seen to increase significantly when compared from Cycle I to Cycle II. The score on cycle I looks still very low. In Cycle I the average student is 71,5. This is happen because the author is still rigid because it is the first time using experiential learning models and students who are not familiar with direct experiential learning. The result

obtained in Cycle II is 86,5. There is an increase, because the author is better prepared in cycle II so that he is more confident in conveying and accompanying students. Students are also more understanding and understanding of the course of learning and confidently actively ask so that the scores obtained in cycle II are better.

## Conclusion:

The use of the Experiential Learning model in improving student knowledge significantly affects student knowledge changes. This is evidenced by changes in student learning outcomes in cycle I and cycle II. Experiential Learning is a learning process, a process of change that uses experience as a medium of learning or learning, not just material sourced from books or educators. The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal learning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense.

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