**Increased Student Participation Through Experience-Based Learning**

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abstract

Experience-based learning is a learning that emphasizes the participation of learners as the focus of its development. This study aims to improve student learning partition. This research is an action research with the subject of research is a third semester student amounting to 40 people majoring in Outside Education of Yogyakarta State University. Data collection is done through observation, interview and FGD. Data analysis technique that is done is using qualitative descriptive analysis technique. The results of the study show that experiential learning process is carried out through the components of objectives, materials, strategies, learning steps (concrete experience, observation and reflection, the formation of abstract concepts and generalizations, testing of new concepts and situations), media, learning and evaluation resources.

Key words: learning, experiences

INTRODUCTION

The world of education today is required to produce Human Resources (HR) capable of developing and able to live independently in the community. The reality in the field is still a lot of college graduates who feel not yet able to compete in the world of work. In addition, limited employment providers are increasing the number of educated unemployed. Higher Education as a place to educate learners should have a strong challenge in solving the problem. If traced the problem can come from the learners themselves and also from less innovative learning system.

Learning is one of the important roles in education. Monotonous learning activities will only make learners feel bored and passive in the classroom. According to Sujarwo (2013), learning shows the active activities that educators do as organizers and organizers learn together with learners. Learning is done by educators to educate learners in learning activities, how to acquire and process knowledge, skills and attitude. Learning management needs to be well designed so that it involves the role of educators intact from planning to evaluation. Educators are also required to be active and creative so that learners are active and motivated in learning activities.

The current learning conditions that occur in the classroom is the learner is more emphasis on the cognitive ability of knowing, memorizing, and comparing. As revealed by Holmqvist, 2014 that the learning process is still memorable which resulted in more importance of the contents of the pasa process. Rarely are learners given the task associated with the ability of the right brain that tends to think divergently. According to Kolb & Kolb (2015: 435), in the learning activities of students less directed at the learning process that connects one concept with another concept, for it needs the application of strategies, models, learning methods varied one of them is experiental learning.

It is rarely known by educators is that learners have experience that can be used as a source of solutions in learning. Experience-based learning or often referred to as experiential learning is learning by sourced from the experience of learners. As expressed by John Dewey in Suyatno (2014) that in experiential learning states that learning is a process of reconstructing knowledge through the transformation of experience. Learners will associate experience with thinking. A person will learn much better through his active involvement in the learning process. Kolb (1984) describes experiential learning as a learning method involving students in an activity, reflecting critical activities and having useful insights for learning. In this experience-based learning experience is used as a catalyst to help learners develop their capacity and abilities in the learning process. In realizing meaningful experience-based learning, there needs to be cooperation between educators and learners so that the learning process can run smoothly. The learning process can be interpreted as a set of events or external events that affect people who learn in such a way that helps the learning process (Gagne and Briggs, 1979). Experiential learning as a learning process that enables learners to build knowledge and skills, values ​​and attitudes through direct learning experiences, once they view critical activities and then, they gain an understanding and pour it in oral or writing in accordance with the purpose of learning. In this case, experiential learning uses experience as a catalyst to help learners develop their capacities and abilities in the learning process. Learners know more information about what they do. Experiental Learning is an experience that students gain as their own activities, students directly relate to the object to be studied (Edgar Dale, 2013: 92).

Learn through experience as acquiring knowledge, values, attitudes and skills through direct experience, both in the classroom and outside the classroom. In the acquisition of knowledge, values, the formation of attitudes and skills in this case is guided by the educator. Experiential learning is that learners are involved actively and directly in a learning process, in the hope of being able to find their own knowledge. In this case the role of educator is very important to create or design a learning. The characteristics of experiential learning are: learners engage and actively do something. This is done until learners have a change in attitude and develop skills, so that they are able to master the environment and can satisfy their needs.

Experience-based learning believes experience is the right thing to empower learning as a transformative effort. This implies that experience is essentially a meaningful substance and can only be derived from viewing and doing activities, whereas its change is a process that can only be possible by involving aspects of thought and feeling. In this case external factors such as learning resources and learning media adapted to internal factors. Thus the learning process is an activity that is arranged in a systematic and planned.

METHOD

Learning innovation is done through the type of action research in the lecture. Implementation is done in theory and practice. Practically done by assigning students to identify problems, identify needs, collect data, prepare reports and present the results of the analysis by applying the steps of experiential learning. The data are collected by the description test, observation, FGD and documentation. The subject in this research is 40 students. data collection instruments used were questionnaires, observation sheets and interview guides. The data are processed by descriptive qualitative technique that used to collected and explained the condition in the field.

RESULT AND DISSCUSSION

Experience-based learning activities are conducted in the community needs analysis course and addressed to third semester students with a total of 40 people. This learning activity is conducted based on the initial condition seen in the student self that is still looks passive in the class, the student's way of thinking is still linear, the student's motivation is low, the way of student learning is still text book and the student is less creative in giving idea or idea.  
**Experience-based learning**

Aim  
The purpose of experience-based learning activities is to provide students understanding and skills in analyzing and identifying the learning needs of the community in a systematic and comprehensive way. The material given aims to examine the understanding of community learning needs, the types of learning needs of the community, the principles of community learning needs analysis, models of community learning needs analysis, methods of data collection, data collection instruments, Data Analysis Techniques, , preparation of reports, lectures conducted apply lecture method, brainstorming, assignment (recitation), guided discovery-inquiry, Contextual and presentation. Assessment is done in the form of tests (mastery of concepts) and non tests (performance).

Material  
Materials in experience-based learning activities in the form of small group discussions, field observations and class or performance presentations. The lecture materials used for learning innovation are components of community needs analysis, types of community needs, data collection techniques, data analysis techniques. The themes in the observation activities are parking attendants, street workers, street buskers, online motorcycle taxi users, laundry, bidik misi who live in boarding house, off-campus student activities and social media usage.  
Strategy  
Strategy is a procedure of arranging ways of delivering material and extracting information in achieving learning objectives. The learning strategies implemented include discussion, experience-based learning and performance. The learning methods used were lectures, group discussions, practices, and presentations.

Steps  
In the experience-based learning activity is done through the steps:

1. Concrete experience

At this stage students convey ideas or ideas based on the real experience they are getting now and in this place as well. It can be concluded that the experience of students in this case has not yet covered a wide range.

1. Observation and reflection

The next stage is observation in the community. Students perform observation activities based on their ability to collect experiences in concrete. The goal is to gather information in depth with the ability to analyze the information.

1. Formation of Abstract Concept and Generalization

From the observation activities that have been done by the students, the students can conceptualize the thoughts they have then combined with the information already obtained in the field through observation. Thus the students are able to provide conclusions and meaning of the experience.

1. Testing new concepts and situations

The last stage is testing the concept that has been obtained previously. This activity is done through the presentation of observation results in turns.

Media

In experiential learning there are several media used including LCD, camera, interview and observation instrument, environment for observation.

Learning Resources

Learning resources used in the development of experiential learning is the material in the form of books as a reference, the internet, the environment of observation, target groups, tools used in learning include LCD, recorder.

Accompaniment  
Assistance activities conducted during the students to observe in lapanagn until the final stage of reporting. Mentoring model that is done that is giving input in kelaa through result presentation activity, direct consultation and consultation through social media.  
Evaluation  
Evaluation activities conducted in the ground-based learning is to use observations during the students to do activities in the classroom and also in the field. activities in the field through performance, while activities in kleas through activities presetasi results.

DISCUSSION

One of the principles in innovative learning is learning activities that are sourced from the students. The knowledge developed in learning is based on the experience of the students themselves. Such learning will be more meaningful for students because students can feel for themselves about what is experienced and capable to interpret to others. In addition to making students have more knowledge, experience-based learning can foster confidence when in the community.

Experience-based learning is conducted with the components of objectives, materials, strategies, experiential learning steps, media, learning resources and evaluation. These components are a unity that supports the implementation of experience-based learning activities. Learning activities with experience-based learning have given their own motivation for students, so that the increase of student participation in the classroom. This is because students can feel directly what is happening in the community. Increased student participation in following learning activities can be seen in 1) student involvement in every discussion activity. Students exchanged opinions to discuss predetermined themes. 2) Students become active in conveying questions or responses. After each presentation, students scramble to ask questions. 3) Students do not do activities that are not useful such as daydreaming, chatting with friends and playing stationery. Thus the active participation of students can improve student learning activities. This is in accordance with the results of research conducted by Austina (2014) which explains that the experiential learning model can increase student learning activities, so that students' critical thinking skills develop. The same thing is also explained by Yani Kusuma Astuti (2016) which explains that experience-based learning can improve critical thinking skills and student activities.

A high level of participation in students will make students easy in receiving materials and able to apply it in life in society. In addition, it encourages students to develop an inquisitive attitude towards new things, thus preventing boredom in the learning activities in the classroom. Learning activities that focus on the learners as a source of learning will provide its own meaning. One of the lessons that focuses on the learner is the emphasis on the learning experience of the learners themselves. Experiences that can be taken from learners in the learning is that students can experience the events that occur in the community, thus creating an impression on the students themselves to be able to re-arrest again from what has been seen and experienced.

CONCLUSION

Experience-based learning improves the active participation of students in the classroom. Learning activities involve the cooperation of educators and learners, so that learning activities should provide meaning for the learners. Educators As for indicators in the level of active student participation are the students are very enthusiastic to ask questions, follow group discussions and not do activities that are not useful such as daydreaming and playing stationery.

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