Educate
JOURNAL OF EDUCATIONAL TECHNOLOGY
P-ISSN 2527-7677
E-ISSN 2614-8331
Vol. 10, No. 1, JANUARY 2025, page. 78-88 DOI: 10.32832/educate.v10i1.18785

IMPLEMETATION OF *EXPERIENTIAL LEARNING* IN IMPROVING COLLAGE STUDENTS' CRITICAL THINKING SKILL

Mita Septiani[1*], Mulyadi [2], Eveline Siregar [3], Viona Septiavi Winarto Putri [4], Dikzi Adzkia Sutama Putri [5]
[1,2,3,4,5] Educational Technology, Jakarta State University, Indonesia
*mita_septiani@unj.ac.id

Abstract

Abstract contains: This study aims to describe the application of *Experiential Learning* in the course of utilizing media and learning resources in improving students' critical thinking skills. In line with the objectives of the study, this study is included in descriptive research whose data is collected by conducting documentation studies, observations, interviews and distributing questionnaires. The study was conducted with respondents of two groups of UNJ Educational Technology S1 students in the fourth semester (4), academic year 2023/2024. This study produces procedures or guidelines for implementing EL in the course of utilizing media and learning resources. Learning in the course of utilizing media and learning resources that applies *Experiential* Learning takes place effectively through a continuous cycle of experience, reflection, conceptualization, and experimentation.

Keywords : experiential learning; critical thinking skills; students.

Abstract

Abstract: This study aims to describe the implementation of Experiential Learning in the course of using media and learning resources in improving students' critical thinking skills. In line with the objectives of the study, this study is included in descriptive research whose data is collected by conducting documentation studies, observations, interviews and distributing questionnaires. The study was conducted with respondents of two groups of Educational Technology (UNJ) undergraduate students in the fourth semester (4), academic year 2023/2024. This study produces procedures or guidelines for implementing EL in the course of using media and learning resources. Learning in the course of using media and learning resources that applies Experiential Learning takes place effectively through a continuous cycle of experience, reflection, conceptualization, and experimentation

Keywords *: experiential learning; critical thinking skills; collage students.*

Submitted: 06-01-2025 Approved: 07-01-2025 Published: 12-01-2025

Citation: Septiani, M., Mulyadi, Siregar, E., Putri, V. S., & Putri, D. A. (2025). Implemetation Of Experiential Learning In Improving Collage Students' Critical Thinking Skill. Educate: Jurnal Teknologi Pendidikan, 78-88

I. Introduction

The rapid development of science and technology today has brought about very rapid changes in various aspects of life. In this very dynamic era, universities must respond quickly and appropriately. Learning transformation is needed to be able to equip and prepare graduates of higher education so that become a superior generation.

In line with that, the Government through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) issued a policy known as the Independent Learning Independent Campus Program (MBKM), namely by giving students the right to take courses outside their study program for 1 semester and do activities outside of college for 2 semesters (Kemendikbud, 2020). The student experience in the Independent Campus activities will certainly have a major influence on students' career readiness by ensuring that students continue to monitor changes in the world outside campus while studying and have the opportunity to apply knowledge to real-world problems.

Experiential learning *(*EL) has emerged as a transformative approach in higher education, offering students hands-on experiences that go beyond traditional classroom learning. As the educational landscape evolves, the future of experiential learning is promising. It is reshaping the way students engage with knowledge, develop skills, and prepare them for the challenges of the modern world.

In fact, EL is not a new concept in the college classroom. Leading educational psychologists such as John Dewey (1859-1952), Carl Rogers (1902-1987), and David Kolb (b. 1939) have provided the theoretical foundation for learning that focuses on “learning through experience” or “learning by doing.” Dewey popularized the concept of Experiential Education that focuses on problem solving and critical thinking rather than memorization and rote learning. Therefore, the key element of experiential learning is the learner, and the learning that occurs (knowledge gained) is a result of personal engagement in this pedagogical approach.

Experiential learning has become increasingly popular in recent years because it has been shown to be effective in improving student learning outcomes. Many schools and universities now offer experiential learning programs as part of their curriculum. Experiential learning can be an effective way to prepare students for the workforce.

Various research results show that EL has great benefits for students, including EL can improve critical thinking skills (Foo & Foo, 2022; Nurhasanah et al., 2017). The future of EL in higher education is a landscape of innovation, collaboration, and endless possibilities. As technology advances, partnerships strengthen, and learning becomes more personalized, experiential learning will continue to prepare students for the complexities of the modern world. Given the importance of implementing EL in

learning, educators (lecturers) need to have the ability and design and implement EL in learning effectively.

Experiential learning or “learning by doing” is the process of knowledge creation through transformative experiences in which knowledge is generated from a combination of understanding and knowledge transformation (Kolb & Kolb, 2009). Transformative learning experiences come in the form of experiential learning opportunities in the classroom, laboratory practices, field trips (Scarce, 1997), internships and jobs (Huisman et al., 2019), knowledge transfer workshops in academia and industry, and personal development training for lifelong learning. Experiential learning is a timely and modern educational theory (Sharlanova, 2004) and is increasingly becoming a central component of learning delivery in schools and universities to enhance scientific learning (Oliver et al., 2018), environmental studies (Jose et al., 2017) and even cultural awareness (Dabamona & Cater, 2018). The value provided by experiential learning is that it facilitates the integrated development of an individual’s affective, perceptual, cognitive, and behavioral domains (Passarelli, 2016), including critical thinking skills.

In the research on the experiential learning model conducted by Lestari et al. (2014) stated that learning using the experiential learning model has an influence on students' critical thinking skills (Utami & Saepuzaman, 2016). Then the research conducted by Anggara and Komang (2012) stated that the experiential learning model is very relevant to be applied to develop self-concept and conceptual understanding (Anggara & Komang, 2012).

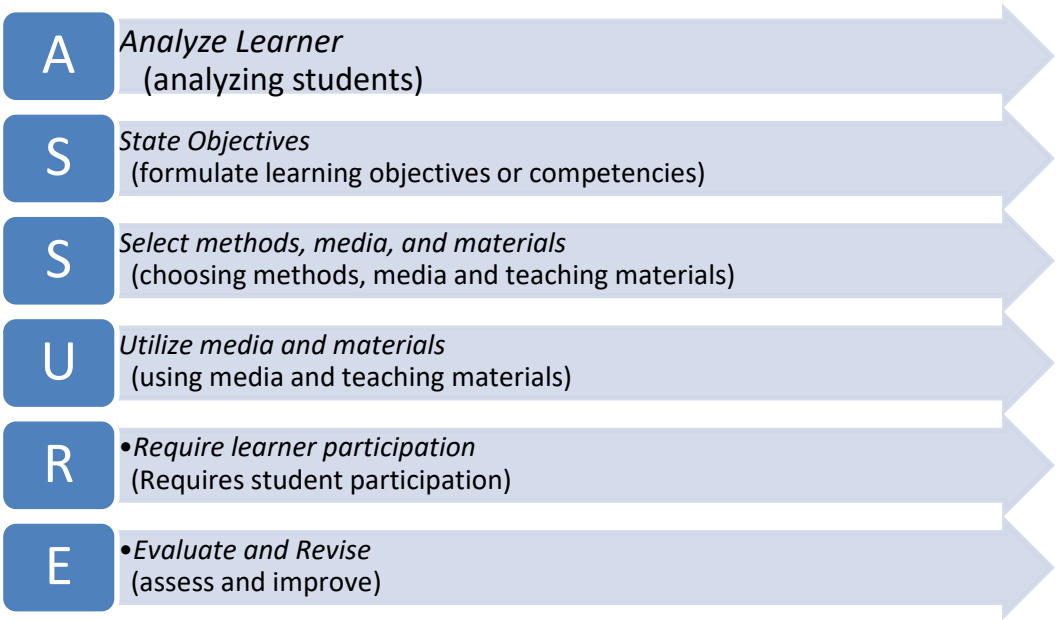
Utilization of media and learning resources is one of the compulsory courses in the S1 Educational Technology study program at the State University of Jakarta. This course aims to provide students with the ability to manage and utilize media and learning resources in learning. This course discusses comprehensively the concept of media and learning resources, the variety and classification of media, the theoretical basis for utilizing media and learning resources, and models of media utilization. The discussion focuses on the management and utilization of media and learning resources for various purposes. Students are also expected to master the theory and principles of utilizing various media. As a peak ability, students are required to be able to make studies on the utilization of media and learning resources in educational units. In order for students to gain valuable experience so that their learning becomes more in-depth (deep learning), the researcher considers it necessary to apply experiential learning which has never been applied to the Utilization of Media and Learning Resources course.

Although various studies have been conducted on experiential learning, starting from elementary school level and even quite a few from college level, there are not many that discuss it from the perspective of educational technology. In addition, there has been no research conducted on the application of experiential learning in the

course of utilizing media and learning resources to improve critical thinking skills of UNJ Educational Technology students.

II. Research methods

The research was conducted in the S1 Educational Technology study program, Jakarta State University. This study uses a qualitative research approach adapted from the ASSURE model which consists of the following steps:



This research is a descriptive study that aims to provide an overview of the application of EL in the course of utilizing media and learning resources in improving students' critical thinking skills and to find out what factors can influence the effectiveness of the application of EL in the course of utilizing media and learning resources. Data collection was carried out by conducting observations and giving tests. The data collected were then analyzed using simple statistics and described descriptively qualitatively.

III. Results and Discussion

The results and discussion of this research are described based on the model used, namely ASSURE as follows:

a. *Analyze Learner* (analyze students)

At this stage, a needs analysis is conducted with the aim of finding learning problems that are obstacles for Educational Technology students while studying the Utilization of Media and Learning Resources course. The results of the data found in the needs assessment process are as follows:

1. The lecture process for this course is carried out using *blended learning* , with the method of presenting the material dominated by using slide media which requires students to pay close attention.
2. There are obstacles in student learning, including when repeating independent learning, because the slide media used only contains points that need to be accompanied by a deeper explanation.
3. Students need direct experience in applying the concepts of the material given in class, that the learning process can be carried out outside the classroom so that students can gain direct experience.

b. State Objectives (Formulating Learning Objectives)

The Utilization of Media and Learning Resources course aims to provide students with the ability to plan the utilization of media and learning resources in learning effectively. This course comprehensively discusses the concept of media and learning resources, the variety and classification of media, the theoretical basis for the utilization of media and learning resources, and models of media utilization. The discussion focuses on the management and utilization of media and learning resources for various purposes. Students are also expected to master the theory and principles of utilizing various media. As a peak ability, students are required to be able to plan the utilization of media effectively with certain procedures/models. Students are also expected to be able to evaluate the utilization of media used in learning by referring to the ASSURE or Arief Sadiman models and developing the necessary instruments. Based on this evaluation, students will be able to identify limitations in the utilization of media and provide suggestions to further optimize the utilization of media.

In order to achieve these learning objectives, the following competencies are required:

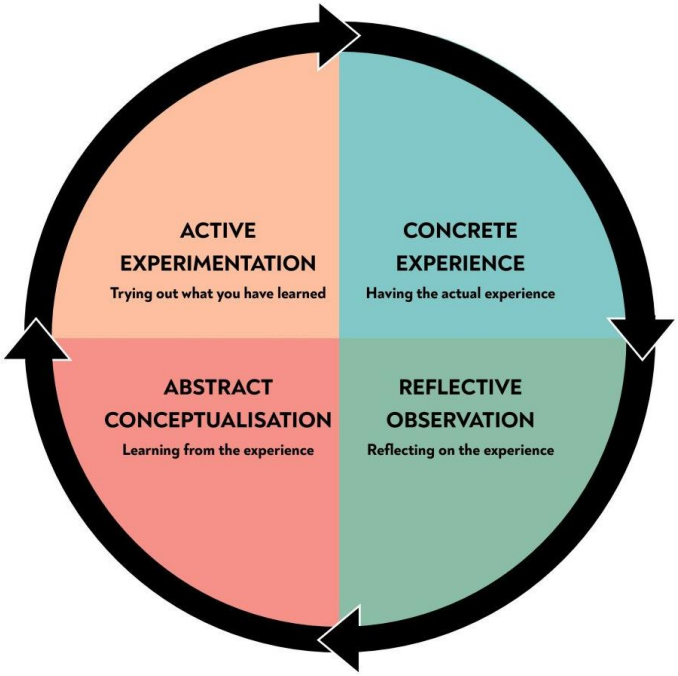
1. Explaining the concept of media
2. Explaining the concept of learning resources
3. Describe the principles of effective learning
4. Describes several media groups according to experts
5. Analyzing the theoretical basis for media utilization
6. Analyzing the theoretical basis for the use of learning resources
7. Describe the concept of media utilization according to TP
8. Describing Media Utilization Models
9. Analyzing the use of print media in learning
10. Analyzing the use of graphic media in learning
11. Analyzing the use of three-dimensional media in learning
12. Analyzing the use of audio media in learning
13. Analyzing the use of video media in learning
14. Analyzing the use of computers and multimedia in learning

15. Analyzing the use of media-based learning
16. Describe the definition and purpose of media evaluation
17. Describe the types of media evaluation and their procedures
18. Developing evaluation instruments for media utilization in learning

c. *Select methods, media, and materials (Selecting methods, media and teaching materials)*

The selection of methods, media, and learning materials is carried out by considering the characteristics of students, learning objectives and the learning environment of the students. Learning activities are carried out by prioritizing the Experiential learning approach, namely learning that is carried out through reflection and also through a process of creating meaning from direct experience. Students are encouraged and facilitated to actively seek and obtain various learning experiences, so that they finally have the expected abilities, both knowledge, skills and attitudes. There are four main activities (methods) carried out in lectures, namely: paper presentations by students, group-based class discussions, mastery tests, and Team Based Projects

The learning strategies implemented in lectures refer to the *Experiential Learning* (Kolb) model:



Gambar 1. Model Experiential Learning Kolb

1. Concrete Experience – students encounter concrete experiences. These can be new experiences or situations, or reinterpretations of existing experiences based on new concepts.

2. Reflective Observation of New Experiences – learners reflect on new experiences based on their existing knowledge. The most important thing is the inconsistency between experience and understanding.
3. Abstract Conceptualization – reflection gives rise to new ideas, or modifications of existing abstract concepts (one has learned from one's experiences).
4. Active Experimentation – newly created or modified concepts give rise to experiments. Students apply their ideas to the world around them to see what happens.

Based on the learning cycle above, the learning activities in the Utilization of Media and Learning Resources course use four different learning styles as follows:

1) Studying certain topics through LMS and other sources and presenting them in class (accommodating)
2) Conducting class discussions (diverging)
3) Deepening by doing assignments (assimilating)
4) Project Based Project (Converging): designing effective use of media and learning resources

d. *Utilize media and materials* (Use media and teaching materials)

Learning in the Utilization of Media and Learning Resources course utilizes various media and learning resources. Among them are online courses found in the LMS. In the LMS, various learning materials and media are available, such as learning videos, presentation materials (ppt), reading materials or modules.

Apakah Anda sering mendengar kata media? Apa yang Anda pikirkan setelah mendengar kata media? Apakah yang berhubungan dengan alat- alat elektronik? Untuk lebih jelasnya mari kita bahas lebih lanjut di dalam materi pengertian media ini. Selamat Belajar!

https://youtu.be/sp7_jHMM0l8

Setelah kita membahas pengertian media dan kedudukan media dalam proses belajar, sekarang kita akan membahas fungsi media dan sumber belajar dalam pembelajaran. Seperti yang telah kita bahas sebelumnya, bahwa media pembelajaran termasuk sumber belajar. Karena hal-hal yang digunakan atau dimanfaatkan untuk belajar itu disebut media pembelajaran atau sumber belajar. Media pembelajaran dan sumber belajar juga mempunyai fungsi yang tidak kalah pentingnya dengan kedudukannya di dalam proses belajar.

e. *Require learner participation* (Requires student participation)

In implementing EL, students need to be active in studying learning resources, both those that are already available in the LMS and those that are not. The results

of the study showed that most students have done so. After studying the concepts of the material, students present them in front of the class.

Next, students conduct class discussions. This activity is carried out almost in every meeting. During the lecture, the discussion went smoothly. This is evidenced by several questions raised by students when other friends were presenting.

Students are asked to deepen the material that has been studied by being given individually or in groups. Students work on their final assignments with Project Based Projects.

f. *Evaluate and Revise* (Evaluate and Revise)

The evaluation process is carried out by giving students tests to determine whether the methods, media, and materials provided are appropriate or not. Evaluation through process and product assessments. Process assessment is carried out by providing assessments for presentation activities, questions and answers, group discussions and active involvement in lectures. Product assessments are in the form of compiling presentation papers, mastery tests or assignments, observation reports on the use of media by teachers in schools and written exam results.

Various forms of evaluation used include the following. *First,* written tests in the midterm and final semester exams. The test results showed that most students experienced an increase in learning outcomes in the midterm and final semester compared to the beginning of the lecture. This is because starting from the fourth meeting, students were asked to go to the field (school or educational unit) to see firsthand the use of media and learning resources in schools or educational units.

Second, product assessment (papers, observation reports, project-based learning reports). In general, students have been able to produce the expected products from the learning objectives of this course. However, there are still things that need to be improved in the preparation of the report.

Third, performance assessment (presentation in class discussion, participation in lectures, participation in simulations). In general, students have demonstrated the ability to make presentations, actively discuss and participate in lectures.

Fourth , attitude assessment (behavior during lectures, obedience to rules). In general, most students have had a good attitude during lectures. However, there are still students who are late in completing assignments.

Based on the results of the research conducted, it shows that the implementation of EL in the course on the use of media and learning resources is effective. It is proven that all students who take the course pass the course on the Use of Media and Learning Resources with satisfactory grades, only two students fail because the attendance of these students is very low, even almost never attending lectures. This

happens because most students feel new experiences during their lectures. They gain direct experience in the field and then reflect on it in lectures. From there, students are able to conceptualize the experiences they gain with theories in the study of educational technology. Then they build new concepts to design effective use of media and learning resources. Thus, it can be said that effective learning occurs through a continuous cycle of experience, reflection, conceptualization, and experimentation .

IV. Conclusion

The implementation of EL in the Utilization of Media and Learning Resources course is carried out in the following stages: (1) studying certain topics through LMS and other sources and presenting them in class (accommodating); (2) conducting class discussions (diverging); (3) deepening by working on assignments (assimilating); and (4) Project Based Project on the Final Assignment (Converging).

The application of EL can increase the meaningfulness of learning and increase the possibility of students being able to use the knowledge, critical skills, and experiences gained in the learning process to address and face global challenges throughout their lives. In addition, EL can also help students' academic transition so that every knowledge gained can be applied in the real world. The effective application of EL can go through a continuous cycle of experience, reflection, conceptualization, and experimentation.

V. References

Anggara, Ari & I Komang. 2012. The Effect of Experiential Learning Model on Self-Concept and Understanding of Physics Concepts of Grade X Students of SMA Negeri 4 Singaraja. Singaraja.

Dabamona, S. A., & Cater, C. (2018). Understanding students' learning experience on a cultural school trip: Findings from Eastern Indonesia. *Journal of Teaching in Travel & Tourism*, 1-18. https:// doi.org/10.1080/15313220.2018.1561349

Foo, S. C., & Foo, K. K. (2022). Purposeful Field Trip: Impact on Experiential Learning Opportunities and Critical Thinking Skills. *Pertanika Journal of Social Sciences and Humanities*, 30(1), 1–30. https://doi.org/10.47836/pjssh.30.1.01

Huisman, J., Kiviaho-Kallio, P., & Lyon, D. (2019). Enhancing employability through experiential learning and reflective learning. *In Conference Proceedings: The Future of Education International Conference*. Filodiritto Editore. http://doi.org/10.26352/D627_2384-9509_2019

Jose, S., Patrick, P. G., & Moseley, C. (2017). Experiential learning theory: The importance of outdoor classrooms in environmental education. International *Journal of Science Education*, Part B, 7(3), 269-284. https://doi.org/10.1080/21548 455.2016.1272144

Kolb, A., & Kolb, D. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In SJ Armstrong, & CV Fukami (Eds.), *The SAGE handbook of management learning, education and development* (pp. 42- 68). SAGE Publications Ltd. https://www.doi.org/10.4135/9780857021038.n3

Nurhasanah, S., Malik, A., & Mulhayatiah, D. (2017). Application of Experiential Learning Model to Improve Students' Critical Thinking Skills. 2(2), 58–62.

Oliver, C., Leader, S., & Kettridge, N. (2018). Birmingham Bog outdoor laboratory: Potentials and possibilities for embedding field-based teaching within the undergraduate classroom. *Journal of Geography in Higher Education*, 42(3), 442-459. https://doi.org/10.1080/030982 65.2018.1455816

Passarelli, A. M. (2016). Using experiential learning theory to promote student learning and development in programs of education abroad (ORBH Working Paper 9/13/2011). *Stylus Publishing*. https://weatherhead.case.edu/departments/organizational-behavior/workingPapers/WP-11-03.pdf

Saepuzaman, D. (2016). Application of Abductive Inquiry Learning Model to Improve Critical Thinking Skills and Students' Concept Mastery in Dynamics Material. *Journal of Science Research and Learning*, 2(2), 176-185.

Scarce, R. (1997). Field trips as short-term experiential education. *Teaching Sociology*, 25(3), 219-226. https://www.jstor.org/stable/1319398

Sharlanova, V. (2004). Experiential learning. *Thracian Journal of Sciences*, 2(4), 36-39.