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The 2017 International Conference on Education and Development (ICERD 2017) is a continuation of the International Seminar on the Malaysia-Indonesia Higher Education System in 2010 and the Alternative Education Seminar of Competency-Based Indonesia-Malaysia Curriculum in 2012. This year, ICERD 2017 Infocusing on the paradigm of twentieth- 21 as the main issue of education direction in the world.

Aims :

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"Instructional and 21st Century Learning"

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1. ***21st Century Competence***
2. ***The Design of the 21st Century Curriculum and Learning***
3. ***21st Century learning approach***
4. ***Evaluation of 21st Century Learning***
5. ***Application of 21st Century Learning Innovation***
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2	Assoc. Prof. Dr. Melor Yunus	Innovation in Education and Language Learning in 21st Century	Deputy Dean (Research and Innovation) Faculty of Education. The National University of Malaysia
3	Prof. Ishak Abdulhak, M.Pd.	E-Learning (Concept & Implementation)	Indonesia University of Education (UPI)
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Rusman dan Tim —Ed. 1.—Cet. 1.—Depok: Rajawali Pers, 2017.
xii, 172 hlm., 24 cm
ISBN 978-602-425-337-0

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EXPERIENTIAL LEARNING AS A MODEL FOR HIGHER EDUCATION

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ABSTRACT

Experiential learning is learning through action, learning by doing, learning through experience, and learning through discovery and exploration. Experiential learning occurs when experience is carefully selected supported by reflection, critical analysis and synthesis. A structured experience always asks learners to take the initiative, make decisions and take responsibility for the learning results. Therefore, the design of learning experience includes the possibility to learn from natural consequences, mistakes and success. The learning outcomes through experiential models are a formidable person and can form the basis for future experience and learning in life and career. These models maintain a humanistic belief in the ability of each individual to grow and learn according to the concept of lifelong learning. Application of experiential learning theory is a very important positive breakthrough and useful as one of the learning models in higher education.

Keyword : Experiential Learning, Higher Education, Learning Models

A. Introduction

Learning is the most important term in education effort, without it there will never be an education. As a process, learning almost always plays a role in various disciplines related to education. Human beings as thinkers required to continue learning throughout their lives either at school or by themselves.

The purpose of learning is not solely oriented toward mastery of the subjects by memorizing theories or knowledge of the subject matters. Furthermore, the real orientation of the learning process is to provide experience for the long term. With this concept, learning outcomes are expected to be more meaningful. What kind of learning process can create a learning experience that can explore the insights of one's knowledge and can develop a meaning so as to give a deep impression of what is being learned? Alternatively, one learning model that is experiential learning model can be used to answer the question.

Experiential learning theory (ELT), which later became the basis of the experiential learning model, was developed by David Kolb around the early 1980s. This model emphasizes a holistic learning model in the learning process. In experiential learning, experience has a central role in the learning process. It is this emphasis that distinguishes ELT from other learning theories.

Experiential learning model is a learning model that is expected to create a more meaningful learning process, where learners experience what they learn. Through this model, learners learn not only about the concept of mere material, this is because the learner is involved directly in the learning process to serve as an experience. The result of the experiential learning process not only emphasizes the cognitive aspect. Unlike the behavioral theory that eliminates the role of subjective experience in the learning process, this learning create knowledge as a blend form of understanding and transforming experience (Schunk, 2012).

The proverb says that "experience is the best teacher". This statement simply means that the way of learning in which the learning material direct

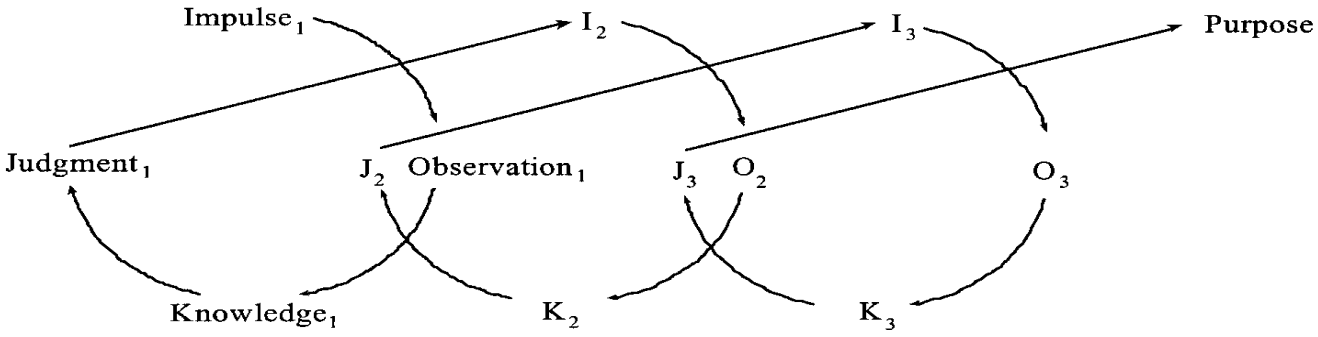
experience, learners are expected to further establish the meaning and impression in the learner's memory.

B. Basic Concepts and EL Theory

The experiential learning model is a learning model based on Kolb theory, which is a process in which knowledge is constructed through the transformation of experience. Learning from experience includes the link between doing and thinking. He revealed three early theories as the foundation upon which ELT is based, as was already revealed by John Dewey, Kurt Luwin, and Jean Piaget. He also featured models from the three experts (Kolb, 1984).

- *John Dewey (1859 – 1952)*

The Dewey study is shown in the model as shown in the illustration below:



The model shows how learning alters the impulses, feelings and desires of concrete experiences into higher actions and definite actions. In practice this model develops and implements a practical and applicable methodology to assess what people have learned from one's previous work and life experience. His famous quote: *there is an intimate and necessary relation between the processes of actual experience and education.*

Based on Dewey's opinion, there is no reflective thought without interruption in the habits and ways of doing things, without hypotheses and testing

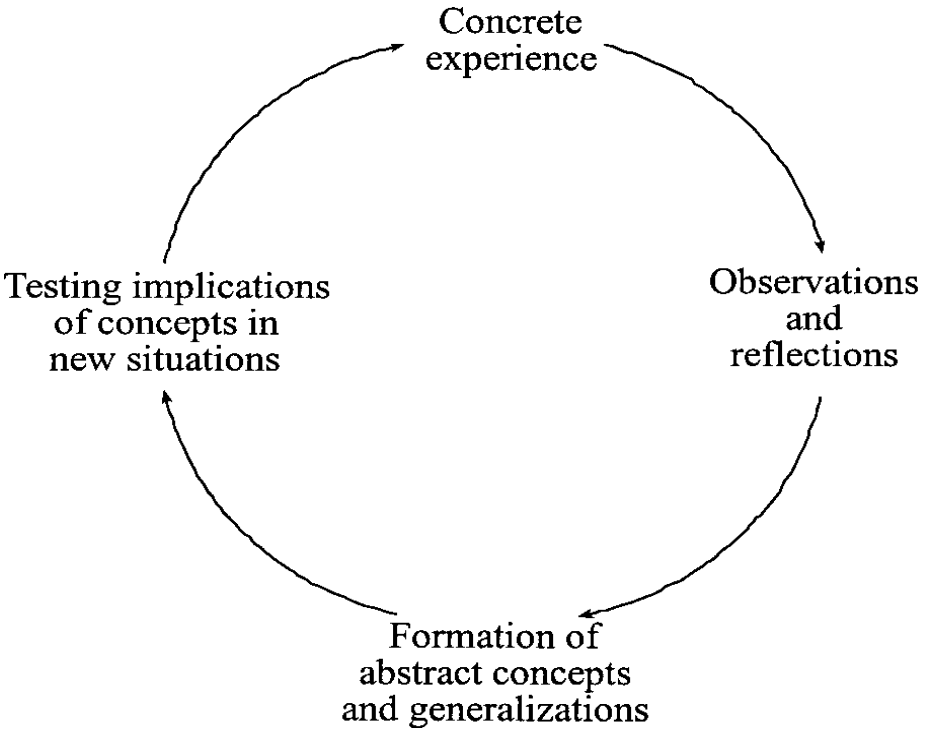
them in practice. In the thought of Dewey, experience covers objective forms of interaction between humans and the environment, including all the things involved in these interactions (Miettinen, 2000).

- *Kurt Luwin (1890-1947)*

Luwin's work has had a profound influence on the disciplines of social psychology and the field of organizational behavior. The methods and theories of his innovative research have been felt through three generations of scientists and practitioners in both fields. His famous quote: *There is nothing so practical as a good theory.*

The model proposed by Luwin became the basis for the theory of Kolb's experiential learning. This model shows the real relationship between theory and practice.

Luwin's theory is presented as follows:

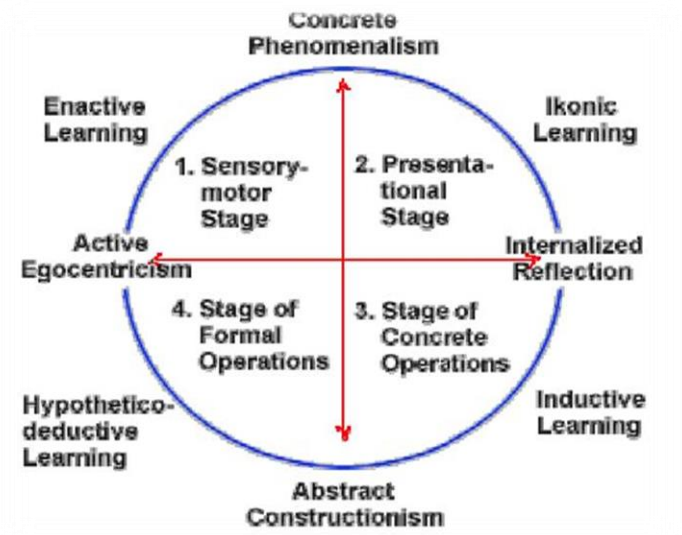


Jean Piaget (1896-1980)

Piaget's theory described how intelligence is formed by the experience. Intelligence is not an internal innate characteristic of an individual but it appears as a product of interaction between people and their environment.

According to Piaget, the action is the key. He has carefully shown descriptive research on children from infancy to adolescence, abstract reasoning and the power to manipulate symbols arising from infant actions in exploring and coping with the environment directly. Although the stages of Piagets' cognitive development are terminated in adolescence, the notion that there is an identifiable regularity in the development process has been extended to adulthood in the future by numerous studies.

The model of Piaget's experiential learning process is described by Kolb as shown below.



According to Kolb, there are two basic structural dimensions in the learning process namely prehension, including: apprehension and comprehension. And transformation, including: intension and extension. The apprehension process is a very superficial knowledge of the existence of something. The process of comprehension is the process of knowing something through the essence of something previously learned that is used as a basis in defining future knowledge. Knowledge through apprehension is only a regulatory process that can be

transformed intentional and extensional through appreciation. Knowledge through comprehension is an interpretive process that can also be transformed intentionally and extensively critically.

In relation to Kolb's Theory, it can be said that he wants to emphasize the needs of the learning environment by providing learning opportunities for learners to develop and build knowledge through their experience. Experience will present the basis for reflection and observation, conceptualizing and analyzing knowledge in one's mind. Experiential learning offers a fundamental difference that sees learning process based on empirical epistemology (Arsoy & Özad, 2005).

The Experiential learning model defines learning as a process gained through a combination of gaining experience by transforming experience. Activity gain experience can occur directly, through the senses and indirectly, ie in the form of symbolic form, for example a concept. Activities transform the experience of reflection and involvement of learners in a science activity. Experiential learning model describes two models of information acquired: concrete experience and abstract conceptualization, and two experience transformation models, namely reflective observation and active experimentation.

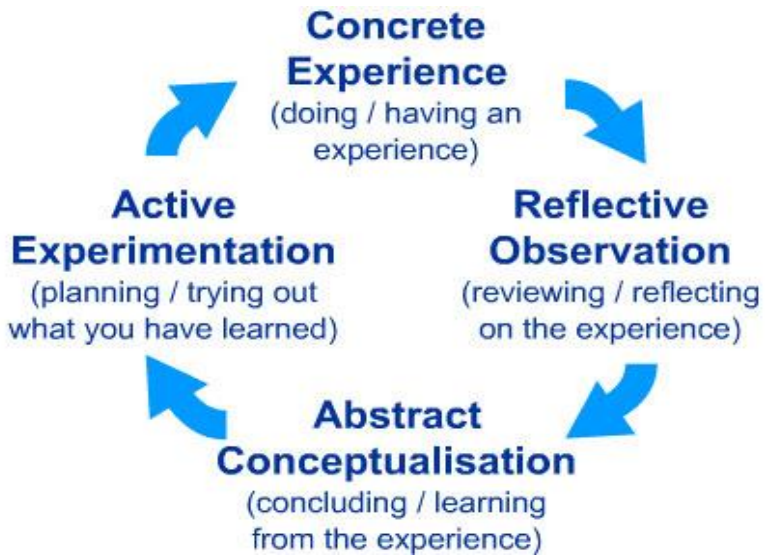
Furthermore, Kolb (1984) suggested six characteristics of Experiential learning model as follows:

1. Learning is best understood as a process not in terms of results.
2. Learning is a continuous process based on experience.
3. The learning process requires conflict resolution between the dialectical opposite mode of adaptation in the world.
4. Learning is a holistic process of adaptation to the world.
5. Learning involves transactions between people and the environment.
6. Learning is the process of creating knowledge.

Kolb concluded that Learning is the process whereby knowledge is created through the transformation of experience.

Experiential learning theory builds on the central idea where experience plays an important role in the learning process. Kolb defines the learning

experience as: "The process of making experience into knowledge, skills, attitudes, values, emotions, beliefs and senses. The most cited experiential learning model is Kolb Learning Cycle (Kolb, 1984), simplified into four stages continuously as shown in the following figure:



1. Concrete Experience (CE): learners have concrete experience.
2. Reflective Observation (RO): the learner makes observations and reflections based on experience.
3. Abstract Conceptualization (AC): learners make observations and reflections that assimilate into new conceptual understanding and interpretation of meaning from experience.
4. Active Experimentation (AE): A learner's conceptual understanding is translated into actionable knowledge, applied and then used to guide new experiences.

Concrete experience provides the basis for the learning process. learning at this stage involves individuals and learners relying on open-mindedness and adaptability rather than a systematic approach to situations or problems. Reflective observations enter the mind from experience. At this stage, learners perceive their concrete experiences from various perspectives and articulate why and how it can happen. Learning takes place as a result of patience, objectivity,

careful judgment, and observation. Reflection helps solve their experience into sections and to categorize it and use it in the next stage of learning. The meaningful learning process will take place at the active experimentation stage. The experiences learned by previous learners can be applied to new experiences and / or new problematic situations. Through active experimentation activities will train the ability to think critically (Adeyemi, 2012; Bahr, Nan , 2010)

From the above description it can be concluded, that experiential learning model is a learning model that attention or focus on the experience that will be experienced by someone who is learning. Learners are directly involved in the learning process and they can construct their own experiences so as to become knowledgeable.

C. Implementation of EL in Formal Education

Experiential learning is an educational process, centered on learner activity, and activity-oriented. A personal reflection of an experience and formulating a plan to define what has been obtained from scientific or science experiences for other scientific contexts is a critical factor in maintaining the effectiveness of Experiential learning.

The learner experiences have an important role in the formation of cognitive knowledge in the mind of the learner. The learner reflects on the experience of a new knowledge. Suparno (1997) explains that new concepts can be integrated with the concepts that exist within the learner's cognitive structure if they can be imagined or they can relate to the real world.

The involvement of learners in experimental activities will make the individual gain a concrete, direct experience. According to Bruner, when learners are involved in experiential experiential activities, they will develop the ability to solve existing problems (Gonen & Ozek, 2005). The learner or individual will then develop an observational skill and then reflect on the experience he has gained. After this phase, the learner will form a generalization in his mind which then generates an implication that becomes a grip in the new experience.

Then Kolb outlines some of the benefits of applying learning based on experience as follows (Adam, et al., 2004). :

1. Provide the right direction of learning in the application of what is learned.
2. Provide the direction of the scope of the required learning method.
3. Provide a close link between theory and practice.
4. Clearly define the importance of learners to reflect and stimulate learners to provide feedback on what they learn.
5. Assist in combining teaching styles so that learning becomes more effective.

D. Lectures Based on Experiential Learning

According to Kolb, the implementation of ELT is very suitable to be applied in adult education and apprenticeship activities for the establishment of competency and career selection. Education at universities should apply ELT as a learning model that is expected to improve students' knowledge and skills. With Experiential learning should be able to emphasize the strong desire from within students to succeed in learning. This motivation is also based on the goals to be achieved and the chosen learning model. The desire to succeed can increase student responsibility for their learning behavior and they will feel able to control the behavior.

There are three different applications of experiential learning in colleges, namely: field-based experience, prior learning assessments, and experience applications for personal development and classroom-based learning (Lewis and Williams, 1994):

1. Field-based Experiential Learning in Higher Education

Field-based experience has been common and very important in higher education. This is because internships and practical assignments help prepare students for careers in areas such as medicine, clinical psychology, education, and social work. Cooperative education, enabling students to go through a full-time alternative period, off-campus work with a full-time study period.

Another variation is learning: service, where students perform community service for others, currently popular on campuses as a community service. This concept is extended to the idea of volunteerism by incorporating reflective components, emphasizing the transfer of learning between servers and those served, and by encouraging learners to see problems in larger social contexts. This activity provides an opportunity to analyze social problems, identify community resources, and take responsibility for helping solve social problems.

2. *Assessment Before Learning*

Principles and procedures for evaluating before studying at the undergraduate level have evolved since the 1970s. The American Council on Education (ACE) has been a pioneer in developing credit recommendations for non-collegial instruction as in the military and recently in large enterprise training programs. One widely recognized mechanism for evaluating prior learning is the College College Level Exam Program (CLEP) College Board. Less standard processes for documenting before learning have been encouraged and supported by the Council for Adults and Experiential Learning (CAEL).

A large number of colleges now provide individual evaluations of previous learning, using portfolios made by learners and evaluated by appropriate faculty. An institution known as an "external degree " program helps learners take advantage of non-conventional learning forms. These programs have no campus, but rather serve as a place of transactions to document before learning, previous credit courses, and declare mastery in a designated area. Examples of these institutions include Empire State College and Thomas Edison College (Dufresne, at.al, 1996).

The following described the differences between experiential learning and content based learning that can be applied in higher education:

Experiential Learning	***Tradisional Content-based Learning***
Active	passive

Relying on individual discovery	Relying on teaching skills
Participatory, various directions	Autocratic, one-way direction
Dynamic and learning by doing	Structured and learning by listening
Open minded	Limited coverage with something raw
Pushing to find something	Focused on specific learning goals

The table above has shown that experiential learning method does not only provide insight into the knowledge of concepts, it also provides a real experience (learn by doing) that will build skills through real assignments. Furthermore, this method will accommodate and provide a feedback process as well as assessment or evaluation between the results of implementation with what should be done (Daryanto; 2013).

3. *Application experience for Personal Development and Classroom-based learning*

For several decades, educational change looks headed towards the implementation Experiential learning as an antidote to traditional education pattern, which was attacked for being passive and concerned only with the transfer of knowledge has been assimilated from the teacher to the learner.

Classroom learning experiences are encouraged when scientists and practitioners recommend "active learning" as one of "good practice principles" for excellence in undergraduate education. Active learning in the classroom requires students to do more than just listen. To qualify as an active learner, the practice of education should involve the learner in doing something and thinking about what they are doing.

Playing roles, games, case studies, critical incidents, simulations such as "in the box" exercises, social-dramas, and values of clarification exercises are just some of the many forms of experiential learning techniques which currently being used. In an experiential learning-classroom, learners can

process real-life scenarios, experience new behaviors, and receive feedback in a safe environment. The task of experiential learning helps learners to connect theory with the practice and analyze real life situations in order to understand a teaching material (Boggs, J.G., at.al, 2007).

Concrete experiences can be generated by remembering past experiences through role play or through case studies. These reflective observations cultivated by group discussions, reflective tasks, and journal creation. Abstract conceptualization is stimulated by lectures, print sources, and visual media. Active experiments are often encouraged through problem-solving exercises like artificial proposals or role plays

Recommended teaching methodologies and extrapolation instructional designs from Kolb, are congruent and offer the possibility of more efficient and complete learning. More and more professionals assume that today, higher education is responsible for encouraging the development of learners and preparing them for lifelong learning. With the development of the learner's ability to deal with moral complexity, the learning experience becomes a vehicle for adult development by helping learners achieve a new level of cognitive, perceptual, behavioral, and symbolic complexity that refers to adult development as a "unifying idea" of higher education (Chickering, 1981; Healey & Jenkins, 2000)

Finally we certainly agree with the statement that, the theory that believes in transformational forces learns to see a critical reflection of experience as the key to the development of the individual as an independent learner.

E. Conclusion

Experiential learning can also be referred to as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. All this is clearly defined by the well-known principles that have been punctuated in various famous quotes of scientists and philosophers, such as: *I hear and I forget, I see and I remember, I do and I understand* (Confucius, 450

BC); *Tell me and I forget, teach me and I remember, involve me and I will study* (Benjamin Franklin, 1750); *There is an intimate and necessary relationship between the process of actual experience and education* (John Dewey, 1938.). The next period Kolb has tried to elaborate their thoughts in a format known as Experiential Learning Theory. Through genuine and long-term research with colleagues and students, ELT is finally recognized and adopted in many teaching practices at various higher education institutions

Experiential learning occurs when experience is carefully selected supported by reflection, critical analysis and synthesis. A structured experience always asks learners to take the initiative, make decisions and take responsibility for the results. During the process of learning experience, learners are actively involved in asking questions, investigating, experimenting out of curiosity, solving problems with assumption of responsibility, being creative and building meaning. Learners engage intellectually, emotionally, socially, and physically. This involvement results in the perception that the task of learning is authentic. Roles Instructors and learners can experience success, failure, adventure, dare to take risks and uncertainty, because the outcome of the experience can not really be predicted. The design of the learning experience includes the possibility to learn from natural consequences, mistakes and success (Walt J. P. V., & Blicblau, U.S., 2005).

The learning outcomes through experiential models are a formidable person and can form the basis for future experience and learning in life and career in the future. This model maintains a humanistic belief in the ability of each individual to grow and learn and is essential for the concept of lifelong learning. This is a clear positive breakthrough that is essential for adult education.

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