COLLABORATIVE EXPERIENTIAL LEARNING AND ITS IMPACT ON ACTIVITY AND LEARNING OUTCOME ON ELEMENTARY AND JUNIOR HIGH SCHOOL OF ONE ROOF SCHOOL IN ROTE NDAO DISTRICT

by Yetursance Y. Manafe, Marzoan, Lukas M. Boleng

Submission date: 30-Jul-2020 01:26AM (UTC-0500)
Submission ID: 1363920376
File name: me_On_Elementary_And_Junior_High_School_In_Rote_Ndao_Distict.pdf (493.83K)
Word count: 2530
Character count: 13871

International Journal of Humanities, Religion and Social Science
ISSN : 2548-5725 | Volume 2, Issue 8, 2018
www.doarj.org

COLLABORATIVE EXPERIENTIAL LEARNING AND ITS IMPACT ON ACTIVITY AND LEARNING OUTCOME ON ELEMENTARY AND JUNIOR HIGH SCHOOL OF ONE ROOF SCHOOL IN ROTE NDAO DISTRICT

Yetursance Y. Manafe[1,a)] Marzoan, [2,b)] Lukas M. Boleng [3,c)]
[1]*Universitas Nusa Cendana, FKIP Pendidikan Teknik Elektro*
[2]*STKIP HAMZAR*
[3]*Universitas Nusa Cendana, FKIP Pendidikan Jasmani dan Keolahragaan*
[a)]*ucemanafe@staf.undana.ac.id* [b)] *marzoanswandy@gmail.com,* [c)] *bolenglukas@yahoo.co.id*

Abstract: *Collaborative Experiential Learning in this study is one of the group learning strategies by focusing on real experiences. The purpose of this study is to saw the influence of this strategy on student learning activities and student learning outcomes. The location of the study was a one-roof school in Rote Ndao District with the number of students who were the subject of research for 40 people. The instrument used to see the effect of the application of colaborative experiential learning on learning activities using the observation rubric of student activity and the results showed that the activeness of students in discussing 97.50%. Motivated students help group friends in solving 95.00% problems and students give other students the opportunity to ask when their group presents 32.50%. While learning outcomes using simple linear regression analysis obtained correlation coefficient value 0.772 which shows a strong relationship between the application of strategy and learning outcomes with a determination coefficient of 59.6% which shows the contribution of learning strategies used to learning outcomes. Furthermore, based on the F test value obtained a significance value of 0.000 which shows significant learning outcomes with the strategy used.*

Keywords: *Collaborative, Experiential Learning, Rote Ndao District*

I. INTRODUCTION

As the southernmost region of the Indonesian territory, Rote Ndao is part of the Province of East Nusa Tenggara (NTT) and is directly adjacent to the country of Australia. Education in this area is one of the important priorities because this area is in the category of the frontier, outermost and backward regions (3T). Even though this area is still very far from the touch of sophisticated technology with very rapid development entering the 4.0 industrial, one of the biggest potentials that this region has is the dedication of teachers to educate students by not leaving quality. This is proven based on information through interviews with several teachers in the one-roof school of Oehu in Rote Ndao district, every year both

elementary and junior high school attain 100% graduation. Learning willingness in the midst of limited facilities and high teacher dedication needs to be supported by various learning approaches and strategies that can support the mastery of subject matter.

One of the strategies used in research in this location is collaborative experiential learning. The implementation of this strategy is needed because the social psychological conditions of the society that are formed are generally influenced by the Dutch colonial legacy which divides society and loses mutual respect. The level of competition to outperform one another is very high. For that the application of collaborative learning process through experiential learning approach is expected to be one way to change the way students view in order to learn to receive and respect each other. Exercises skills or life skills should be given to learners from the beginning as early as possible. Exercise live together with another person or group activities, through collaborative learning situations or environments. Living Skills together in schools is needed also in the class with one of its objectives is the preparation of success in the workplace.

Experiential learning is developed on the basis that learners after completing the learning process have understanding, caution and application. Where the expected learners need to process more than just facts and concepts to be motivated to learn effectively, to identify what needs to be done, to be skilled in it, and to use it consistently, then the learners must experience it. Instructional strategy in 21st century refers to cooperation and collaboration in problems solving. Therefore, based on the demands of education in the 21st century To meet these demands, the development of this cooperation needs to be initiated at the level of the classroom environment.

Experiential learning uses a wide range of methodologies such as: assignments, field experiences, action learning projects, creative games, role playing, games, simulations, visualization, storytelling, improvisation, adventure activities. In the process of learning and building interactions with other learners, things to note are: creating openness, advance understanding, considering new attitudes and behaviors.

II. COLLABORATIVE EXPERIENTIAL LEARNING

Collaborative learning as a strategy applied in this study is based on the content requirements of the subject matter that need to involve students together to learn to actively find information together regarding understanding the content of the material and practicing it procedurally, the position of the lecturer in this case acts as a facilitator that is giving support towards the results expected (Panitz, 1996). In line with what Panitz said, the collaborative concept by Dillenbourg (1999) thus, collaborative learning is a situation where two people or more learn something together, which can be interpreted as a small group, or a community, learning by solving a problem, and as a form of interaction, face to face, or an effort to cooperate. Referring to the opinion of Dillenbourg (1999), that the collaborative learning process is based on the formation of groups where students can work together in groups formed.

Experiential learning is developed on the basis that learners after completing the learning process have understanding, caution and application. Where the expected learners need to process more than just facts and concepts to be motivated to learn effectively, to identify what needs to be done, to be skilled in it, and to use it consistently, then the learners must experience it.

Effective education is both abstract and concrete. Jean Piaget, a developmental psychologist, teaches children to learn concretely, but they become able to think abstractly as they enter adolescence and adulthood. Unfortunately many learners mean that this change in mental capacity means that concrete learning experiences can be restricted. On the contrary learning with direct experience should last throughout the life span of a person. For example, learners will understand management concepts in a learning project in the best way if they actually manage the learning project. establishment of a good learning organizing strategy, according to Reigeluth, Bunderson, and Merill (1977) as a structural strategy that refers to ways to make sequencing and synthesize facts, concepts, procedures or principles related principles.

Most of the findings about a positive relationship between concrete experience and abstreed learning are attributed to John Dewey (1938), author of Experience and Education. Dewey understands that just having the experience does not mean the same as learning from it. Action and thought must be connected. Already since 1916, he argued, "Thinking ... is a deliberate attempt to find the specific relationship between something we do and the consequences it produces, so that both become sustainable.

Based on Dewey's thinking, the learning process developed helps many learners to raise the meaning of the learning process by reviewing, processing, or mining. Regardless of its terminology, the basic idea is that an experience can lead to learning and even cause change. By Colin Beard and John Wilson (2002), author of The Power of Experiential Learning, "Experience may underlie all learning but it does not always lead to learning. We must engage with experience and reflect on what happened, how and why it happened. "David Kolb (1983), author of the classical text, Experiential Learning, sums up this concept with famous words,"Learning is the process by which knowledge is created Through the transformation of experience"

Stages of the application of Collaborative Experimental Learning: (1). The teacher arouses students' interest to be ready to learn in various forms of preliminary activities can be in the form of motion, songs or illustrations of pictures or stories, (2). Students are divided into small groups consisting of 2 or 3 students, (3). Students are given different tasks with each other in one group to gather various information they encounter in everyday life based on their real experience, (4). Each student shares the information they have obtained and formulates the results of group work, (5). The results of group work are discussed with other groups, (6). Each group reflects their work associated with applications in everyday life, (7). The teacher together with students draw conclusions and make a follow-up plan if needed.

III. METHODS

The purpose of this study is to saw the influence of this strategy on student learning activities and student learning outcomes. The location of the study was a one-roof school in Rote Ndao District with the number of students who were the subject of research for 40 people. The instrument used to see the effect of the application of colaborative experiential learning on learning activities using the observation rubric of student activity and learning outcomes using simple linear regression analysis. Variabel used in this research are collaborative experiential learning and learning outcome.

IV. RESULT AND DISCUSSION

4.1 Student Activity

Based on the purpose of this study, one of them is to see the effect of collaborative experiential learning strategies on student learning activities. Based on the observation rubric and after obtaining feedback through the questionnaire given to students and teachers, the results showed that learning activities using this learning strategy showed that students were active in discussing 97.50%. Motivated students help group friends in solving 95.00% problems and students give other students the opportunity to ask when their group presents 32.50%. From the data obtained, this shows that the level of student activity increased through the implementation of this strategy, but there were still 67.50% of students who did not give the opportunity to other students to ask when their group presented and this needs to be further researched. The activeness of students is also shown through their activities for group learning in doing the assignments given by the teacher. Regardless of its terminology, the basic idea is that an experience can lead to learning and even cause change. By Colin Beard and John Wilson (2002), author of The Power of Experiential Learning, "Experience may underlie all learning but it does not always lead to learning. We must engage with experience and reflect on what happened, how and why it happened. The increased student learning activities refer to statement of David Kolb (1983),, " Learning is the process by which knowledge is created Through the transformation of experience ".

4.2 Learning Outome

In addition to looking at student activities by applying collaborative experiential learning strategies, the following objectives in this study are to see the impact of collaborative experiential learning on learning outcomes. Based on Table 1 displays the R value which is a symbol of the correlation coefficient value. with a correlation value of 0.772. This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table also obtained the R Square value or coefficient of determination (KD) which shows the regression model formed by the interaction of the independent variable and the dependent variable is good. The KD score obtained was 59.6% which can be interpreted as the independent variable collaborative experiential learning having a contribution effect of 59.6.7% on the variables of learning outcomes and the other 40.4% influenced by other factors outside the independent variables.

Tabel 1. Model Summary[b]

R		.772[a]
R Square		.596
Adjusted R Square		.585
Std. Error of the Estimate		5.247
Change Statistics	R Square Change	.596
	F Change	56.081
	df1	1
	df2	38
	Sig. F Change	.000

To determine the significance level or linearity of the regression shown in table 2. The criteria are determined based on the F test or significance test (Sig) with a Sig. test, with the provisions, if the Value is Sig. <0.05, the regression model is linear, and vice versa. Based on the third table, the Sig. = 0,000, which means < criteria significant (0.05), thus the regression equation model based on research data is significant which gives the meaning of linear regression models to meet linearity criteria.

Tabel 2. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1543.822	1	1543.822	56.081	.000[b]
	Residual	1046.078	38	27.528		
	Total	2589.900	39			

a. Dependent Variable: Leraning_Outcome

Table 3, informs the regression equation model obtained with constant coefficients and variable coefficients in the Unstandardized Coefficients column B. Based on this table, the regression equation model is obtained: Y = 36,194 + 0,884 X1.

Tabel 3. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.194	6.034		5.999	.000
	Pre_test	.844	.113	.772	7.489	.000

Furthermore in Figure 1, shows P-P plot between collaborative experiential learning and learning outcomes that show data gathered around the test line leading to the right and no data located far from the distribution of data which is why it is said that the data is distributed normally and linearly.

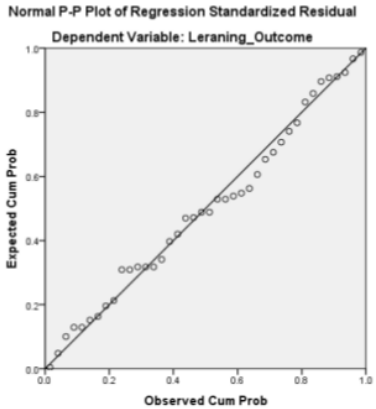

Figure 1. P-P plot between collaborative experiential learning and learning outcomes

V. CONCLUSION

Based on the results obtained both student activities and student learning outcomes can be said that collaborative experiential learning can increase student activity in the learning process, especially in the discussion process that involves each student in the group. With the increase in student activity, the impact on learning outcomes is achieved. This is evidenced by the results obtained by students before and after the implementation of this strategy where this strategy has a significant effect on the results of the liner regression test. Thus collaborative experiential learning affects student activities and learning outcomes.

ACKNOWLEDGEMENT

This research was funded by the implemented product research 181 /UN15.19 / LT / 2017 from Directorat of Research and Public Service (DRPM) KEMENRISTEKDIKTI of Republik of Indonesia.

REFERENCES

C. Beard & J. Wilson. The Power of experiential learning. 2002.London: Kogan Page.

C. M. Reigeluth. Instructional-design theories and models Volume II. , 1999. New Jersey: Lawrence Erlbaum Associates, Publisher.

D. Kolb. Experiential learning. Paramus, 1983. NJ: Financial Times/Prentice Hall

Dewey, J. 1938. Experience and education. New York: MacMillan

P. Dillenbourg. Collaborative Learning: Cognitive and Computational Approaches. Advances in Learning and Instruction Series. 1999. New York, NY: Elsevier Science, Inc.

T. Panitz 1996. A Definition of Collaborative vs Cooperative Learning http://www.londonmet.ac.uk/deliberations/collaborativelearning/home.cfm, diakses 06 Mei 2014.

COLLABORATIVE EXPERIENTIAL LEARNING AND ITS IMPACT ON ACTIVITY AND LEARNING OUTCOME ON ELEMENTARY AND JUNIOR HIGH SCHOOL OF ONE ROOF SCHOOL IN ROTE NDAO DISTRICT

ORIGINALITY REPORT

19%	10%	8%	16%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Central Lancashire Student Paper	3%
2	Submitted to Royal College of Surgeons in Ireland Student Paper	3%
3	Lynne Murphy, Jacqueline Wilson, Stacey Greenberg. "Equine-Assisted Experiential Learning in Occupational Therapy Education", Journal of Experiential Education, 2017 Publication	2%
4	Submitted to Universitas Diponegoro Student Paper	2%
5	eprints.unm.ac.id Internet Source	1%
6	"Enhancing Capacity of Healthcare Scholars and professionals in Responding to the Global Health Issues", Walter de Gruyter GmbH, 2019	1%

	Publication	
7	worldwidescience.org Internet Source	1%
8	www.e-iji.net Internet Source	1%
9	aip.scitation.org Internet Source	1%
10	Submitted to The University of Manchester Student Paper	1%
11	www.doarj.org Internet Source	1%
12	Submitted to Universitas Brawijaya Student Paper	1%
13	Submitted to Universiti Putra Malaysia Student Paper	1%

Exclude quotes	Off	Exclude matches	< 1%
Exclude bibliography	On		

COLLABORATIVE EXPERIENTIAL LEARNING AND ITS IMPACT ON ACTIVITY AND LEARNING OUTCOME ON ELEMENTARY AND JUNIOR HIGH SCHOOL OF ONE ROOF SCHOOL IN ROTE NDAO DISTRICT

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6