Experiential Learning Model In Writing Learning for Students of Primary Teacher Education

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ABSTRACT

The purposes of this study were (1) to describe the use of Experiential-Based Learning Model; (2) to improve students' writing competence of Primary Teacher Education through the use of Experiential Based Learning models. This research method used collaborative action research. The subjects were students of Primary Teacher Education Kebumen. The technique of data collection used test writing assignment. Analysis of the data is used is qualitative analysis items, namely (1) data reduction, (2) display / presentation of the data, and (3) conclusion / verification. The Conclusions Showed that (1) Experiential-Based Learning Model that can improve the writing competence of students is Carried out through some steps: (a) search of concrete experiences, (b) reflection observation, (c) abstract conceptualization, and (d) an active experiment; (2) the use of Experiential Based Learning models can improve students' writing competence of Primary Teacher Education.

Keywords: experiential-based learning, writing competence

1   INTRODUCTION

In Law of Government No. 19 Year 2005 on National Education Standards in article 28 clause (3) stated that the educator must have four competencies: (1) pedagogical competence, (2) personal competence, (3) social competence and (4) professional competence. All four competencies should also be possessed by prospective teachers; in the educational unit of Primary Teacher Education certainly should have them. Without adequate mastery of four competencies, students will have difficulty in carrying out his profession as a teacher.

One of the essential competencies that must be owned by students is writing competence which is included in the professional competence. There is a saying, "to get to know the world then read and to get the world to know you then write". This proverb indicates the importance of writing for someone. Unfortunately, interest in writing among academicians in universities is still relatively low. Improving writing competence needs to be done to build awareness to students that writing is not only academic skill, but also one of the life skills.

Writing is one of the basic skills of language that is generally considered one of the most difficult, even for those who write in their mother tongue (Javed, Juan, and Nazli, 2013: 130). The fact is that writing activity among students in Indonesia is not yet entrenched. It is appeared in their inclination that they would rather talk than write. Writing activities must be accompanied by the habit of reading. The tasks which are associated with the activities of scientific writing seem to be a difficult burden to be resolved properly. It can be seen on several things: (1) Students lack of enthusiasm in joining scientific papers writing competition or workshops of scientific work writing carried out by bureaucracies both government and private; (2) Lack of scientific

papers writing such as a journal or article that publicized by the students; (3) The lack of the library use as a source of inspiration; (4) Students prefer to get the discussion assignment than writing report assignment; (5) Students prefer to express their aspirations through speech than to reveal phenomena or the facts in the scientific literature as the article; (6) The writings of the students tend to be unproductive and only contains patch of theories that is sometimes not relevant to the topic being discussed (Rahmiati, 2014: 91).

The number of scientific papers produced by the student / learner in Indonesia is very low compared to other countries. This is due to various problems faced by students, such as lack of talent, lack of motivation, difficulty in starting, narrow insight, language obstacles, lack of early habituation, lack of learning motivation from environment, learning more at the concept level, limited training club of writing scientific papers, the lack of appreciation of academic faculty, the curriculum that does not include the writing of scientific papers holistically, the unavailability of a dedicated time and a lack of financial support (Rahmiati, 2014: 102).

Developing or improving the competence of student writing can be done by applying appropriate learning models. Various models can be applied as one of the models is Experiential Learning Model. Education as a whole occurred originated from experience (Simmons, 2006: 21). Experience is an important thing in the process of learning. Experiential Learning Model has four stages, namely: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) experiment. These four stages are forming into a cycle. Learning cycle according to experience-based learning starts from a concrete experience, followed by a process of reflection and observation of the experience. The results of this reflection will be assimilated / accommodated in cognitive structure (abstract conceptualization) and then formulated a new hypothesis to be tested again in new situations (the experiment). The results of the experimental phase will lead back to the learner's stage of concrete experience.

Concrete Experience Phase using the experience that has been passed by participants or experience which is provided for further learning. Reflective Observation Phase discusses the experiences of the participants who have passed or shares the reactions and observations that have been passed. Abstract conceptualization phase is the process of finding a common trend and truth in experiences that have been passed by the participant or forming reaction to recent experience into a conclusion or a new concept. Active Experimentation phase is modification of old behavior and taking into practice in everyday situations of the participants.

Based on the background have been described the formulation of the research problems are (1) How to improve scientific writing competence of the students of Primary Teacher Education? (2) Is Experiential Learning Method able to improve Primary Teacher Education students' scientific writing competence? The purposes of this study were (1) to describe the use of Experiential Learning model in improving Primary Teacher Education students' competence and (2) to improve Primary Teacher Education students' scientific writing competence through the use of Experiential Learning.

Experiential-Learning method based on some beliefs. The first, the development of soft skills for students is crucial as a preparation when entering the world of work and it improvement of work ethics. The second, Experiential- Learning method is very appropriate to be applied in adulthood, including for students who have entered adulthood. Development of soft skills for students is very appropriate to be applied by using Experiential Learning (Purnami and Rohayati, 2013: 102)

Four approaches to learn that have been studied: (1) personality (2) information processing, (3) social interaction, and (4) instructional preferences (McCarthy, 2010: 131). The first approach is personality. It is containing research that describes the type of personality or character. Based on Jung's psychology, Myers-Briggs Type Indicator (MBTI) is one of analyses that is most widely known and used is the personality that investigates how people perceive the world and make decisions. The second approach is processing information. It is analyzing how students absorb and use new information. The experiential learning David Kolb's learning model is the most prominent theories and instruments used. Model of experiential learning is the process that includes four stages of effective learning occurs, students must undergo the whole cycle. Most students support one part of another part of their learning styles. However, the learning styles are not fixed and get changed. The third approach is social interaction. It is focusing on how students behave in class. A popular model, Fuhrmann and Jacobs model classifies learners as dependent, collaborative, and independent. The fourth approach is instructional preferences. It is focusing on teaching methods and learning environment. Experiential learning or active learning, interactive learning, or "learning by doing" has yielded positive results. Most experts agree that when students take an active role in the learning process, the student learning process is optimized (Smart &Csapo, 2007).

Experiential learning is an important approach in the theoretical tradition of adult education in Europe, North America and Australia (Miettinen, 2000: 54) Educator of prospective teachers or lecturers must consistently examine and evaluate their practices to ensure that they produce teachers who will be able to meet the demands of the teaching profession (Moore & Joseph, 2016: 1) In teacher education, educational experiences, such as field experience has been widely used to improve student's learning and prepare them to be effective teachers (McGlinn, 2003). Classroom teachers are also using experiential learning, usually in the form of field trips to expand the school curriculum (Kisiel,

2003). Experiential learning is a teaching strategy that provides concrete experiences for learners to assist their understanding of the content, ideas, and concepts (Kolb & Kolb, 2005). In the form of field trips, educational experience has proven to positively affect the achievement of children and juvenile, such as helping students to learn various perspectives and accessing content in a new way (Marcus, 2008). In addition, field trips provide a unique context for students to transfer their previous knowledge and acquiring new knowledge (Nadelson& Jordan, 2012).

Harrero (2007: 1) in his research concludes that journal can improve students' writing skills. Journal is one activity that can accommodate student's experience as a writing material. Journal writing can be a useful tool to improve students' writing. First, students are more motivated to write because they have the opportunity to express their opinions about the books they read. Secondly, they have the opportunity to use the language learned in the readings in real contexts. Third, feedback can be matched to the needs of students. For teachers, the journal provides authentic samples of student work; hence, they can determine the content and linguistic problems and provide individual and group feedback. Since all entries are stored together in a notebook, professors can also track students' progress throughout the semester. However, it seems that the responses carefully and take the time to edit their entries are key elements for students to succeed (Harrero, 2007: 23). By using Experience Based Learning model is expected that the competency of students' writing can be improved. Experiential learning is learning that apply the students' experience consciously by integrating them into the curriculum. The

experience involves a combination of senses (ie, touch, smell, hearing, sight, taste), emotions (eg, joy, excitement, anxiety, fear, pain, empathy, attachment), physical conditions (eg, temperature, force, energy level), and cognition (eg, knowledge- building, confidence-building, problem solving). Student is regarded as valuable source for their own education, the education of others, and the well-being of the communities in which they become members (Carver, 2008: 151). Experience-based learning is learning how to learn which enable learners to acquire knowledge and understanding through experience. Through the experience, students are able to directly build a sense of understanding of the events happening around them (Mollaei&Rahnama, 2012: 278). In the assessment, O'Toole (2007: 61) found that in experiential learning model allow students to create a concept, synthesize and integrate the assessment process into their experience. Through preparation, collaboration and reflection of students and teachers / supervisors can establish an assessment system.

Turner (2012: 22) states that many educational teacher institutions do not teach students to teach writing. Since having education in high school, college students rely solely on their own story as a writer to teach their students how to become writers themselves. By leveraging the experiences, it can produce an effective writing skill.

The main objective of writing skill is to compose sentences with grammatically correct and to communicate to the reader (Javed, Juan, and Nazli, 2013: 132). Further stated that the act of writing in real life is to communicate which is embodied in the form of letters, filling out forms, writing reports, and so on. Communicative writing must be logical and coherent. Cohesion means grammatical or structural integrity and coherence; the unity of the meaning that is also important for high-quality writing (Shahid, 1999). Moreover, the communicative writing must have purpose and logic.

Writing can be divided into sub-skills such as descriptive, narrative and expository writing (Wilcox, 2002). Any style written automatically will be affected by the recipient status, age, profession and relation with the author. Hywel (2003) classifies the writing skills include writing descriptions (descriptions of people, places, and things), narration (telling stories, incidents, events in the correct order in chronological order) and expository (writing with a purpose to justify, explain, define, classify, compare, and oppose). Writing skills have an important role to enhance the students' competence in communicating and interacting (Javed, Juan, and Nazli, 2013: 138).

2   METHODS

This study uses a qualitative research design. This type of research is collaborative action research. According to Joni (Kasbolah, 2001), a collaborative approach is applied to create a partnership working colleague. The model used in this classroom action research is a spiral system of self-reflection that is developed by Kemmis and Taggart (1990: 11) that starts with a planning, acting, observing, reflecting, and re-planning which is the basis for a problem-solving set.

The intended planning is an action plan that will be done to improve, enhance or change the behavior and attitude as a solution. The action is anything done by researchers in attempt to repair, improve, or change as intended. Observation is observing the results or the impact of actions taken or imposed on students. Reflection is to assess, view and consider the results or the impact of the actions of the various criteria. Based on this reflection, researchers together with colleagues can make improvements to the revision of the original plan.

Subjects were objects, thing or person where the data for the variables of inherent research, and the research problem (Arikunto, 2000). Based on the definition above, hence the subjects of this study are students of Primary Teacher Education FKIP UNS. The research was conducted during one year in the academic year 2015/2016. This research was conducted in Primary Teacher Education FKIP UNS Campus Kebumen, Central Java Province.

The implementations of the planned actions in accordance with the study were: (1) Concrete experiences, at this stage, the students were provided with some activities that encourage them to do identification and exploration experience. This activity can depart from an experience which has been experienced in the past both formal and in-formal or realistic situations. The provided activities can be done inside or outside the classroom and carried out by individuals or groups; (2) Reflecting observation, at this stage, students observed the experience of the activity carried out by using the five senses or with the aid of props. Furthermore, they reflected the experience and the results of this reflection they learnt a lesson. In this stage, the process of reflection will occur if the lecturer is able to encourage students to describe again their gained experiences, communicate back and learn from that experience; (3) Abstract Conceptualization, students began to look for reasons, the interrelationships of the experience gained. In this phase, students can describe the experience, draw conclusions on the experience gained, and explained that experience; and (4) Active Experiments, at this stage, the students tried to plan how to test the efficacy of a model or theory to explain the new experience which will be acquired next. At the stage of active experiments will occur meaningful learning process because of the experience gained in previous can be applied to the experience or new problematic situations.

The research data was in the form of data about planning, implementation, and evaluation during in the process the study. Data collection tools used in this study were (a) the field notes, (b) an evaluation of students' essay assignments, both fiction and nonfiction. In this case, researcher serves as the main instrument that has the ability to select, assess, conclude and decide Data (Moleong, 1989). Data was analyzed using qualitative analysis, includes three grooves activities going on simultaneously and continuously during and after data collection, namely (1) data reduction, (2) display / presentation of data, and (3) conclusion / verification (Miles & Huberman, 1992). As for the validity of the data used in the study, it used triangulation methods that include triangulation theory, source, and data collection techniques.

3   RESULT AND DISCUSSION

The first implementation step of Experiential learning model is a concrete experience. Activities in which students did was identifying and exploring the experience. They were given the opportunity to get or set the real experience that will be taken into writing. As a matter of pouring ideas, they get the concept of journalistic writing. The result of their writings could be in narration, description, exposition, which is manifested in the form of news or profile of someone who is considered important.

In the second step, namely the reflective observation, students sought and observed the experience of what is happening around them. The results of observations performed by students covering various aspects of life, such as the economy, transportation, natural disasters, culture, education, trade, politics, and others. In addition, some students chose the writing material about a person's profile. Profile writing materials they can get

through the interview to the informant, as someone who is successful in a certain field, winning the championship, culture conservationist, and others. To show the authenticity of the ideas and writings, they should include a photograph of the object he wrote.

Abstract conceptualization is the third step of this model. Students arranged their experiences in writing composition with systematic format chosen. Selection of the topic and the title is the first stage of this step. Topics and titles they chose was determined by the sequence number of students. The student who got an odd- numbered got a job writing news; while the student with even-numbered got the task to write person's profile. Each of them developed these titles and topics into a complete writing product with rules of composition. Things to be regarded in writing include four aspects: the title, diction (word choice), grammar (syntax), and the application of the rules of spelling. The first aspect is the title selection, indicating that most of the students could write a headline correctly, in the form of phrases and interesting title. There were only a few students who wrote the title in the form of a clause. In the aspect of word diction there are some use of word that are affected informal language, for example, "nggak", "kenapa", or other local language phrases. In addition, there is a word "we" in inappropriate use. In this paper, the term "we" indicated writers and readers, whereas the author did not intend to say so in this case.

The fourth step is the Active Experiment. The student wrote concrete experience and imagination results in essay form. The ability of students to pour ideas into essay quite varied in accordance with the situation encountered. The diversity of the students' experience made the writing product varied, both in terms of topics and choice of words. This shows that the stages of experience- based learning model are effective in teaching writing for Primary Teacher Education students.

Our results have been described above strengthen the opinion of Smart & Csapo (2007), McGlinn (2003), and Kisiel (2003) that experiential learning require active participation of students in the learning process to be managed optimally. Through concrete experience, students' understanding of the content, ideas, and concepts could be improved (Kolb & Kolb, 2005). In addition, field trips provide a unique context for students to transfer their previous knowledge and acquiring new knowledge (Nadelson & Jordan, 2012). Through the experience, students are able to directly build a sense of understanding of the events happening around them (Mollaei & Rahnama, 2012: 278).

4   CONCLUSION

The conclusions of this study indicate that: (1) model of experience-based learning can improve students' writing competence. Through the experience of real life, students are able manifested in a form of writing systematically; (2) The stages of Experiential learning model that can improve students' writing competence include: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) experiment.

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