



The Influence of Experiential Learning Model Based on Creative Industry to the Learning Achievement of Creative Products and Entrepreneurship Lesson in Vocational Highschool

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ABSTRACT

This study aims to determine the effect of learning using Experiential learning model based on creative industry with conventional learning in Creative Product and Entrepreneurship subject in Vocational High School (VHS). This type of research is experimental research, a quasi type with pre-test and post-test group design. The population in this study of the subjects were Vocational High School Students (VHS) in Surakarta at school year of 2023/2024. Data collection methods in this research used observation, questionnaire, test and document analysis. Data analysis of this study used descriptive analysis and inferential analysis. Tests used the t test, before the implementation of the t test, there was a prerequisite test that was normality and homogeneity test, continued the balance test using the t test in the pre-test of the control group and the Experiment group. The result showed that there were significant differences in the mastery of knowledge competencies in Creative Product and Entrepreneurship lessons between students taught using Experiential learning models based on creative industries compared to students taught using conventional methods. The results are shown by t count $6.40 > t$ table 2.002, while for p value $0.00 < 0.05$. The conclusion is learning using Experiential learning models based on creative industries has an effect on learning outcomes for students in Creative Product and Entrepreneurship lessons in VHS.

Keywords: Creative, Entrepreneurial, Products

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INTRODUCTION

The implementation of the National Education System Law is elaborated in vocational secondary education or vocational school. Triyono (2015) mentioned that vocational education in Indonesia is an education that promotes mastery of skills in certain skills that graduates are prepared to work in jobs (Asman dkk., 2023). As an agent of change, high school or vocational high school is a school that aims to prepare young people to get a job after graduating from school or prepare themselves by equipping students with competencies both in the realm of knowledge, attitudes and skills (B. Beribe, 2023). Structurally vocational high school is a schooling system that is designed

and organized by government, instead of education is held by the business community and industrial world (Makniyah & Khotimah, 2023). As revealed by Yunizar (2019) the aim of Vocational High School (VHS) is to prepare 1) skilled workforce in the field, 2) professionals at work, 3) students to compete, have a career and develop their abilities, 4) the demand for the world of work and industry for labor, and 5) making the workforce productive, adaptive, creative and skilled and have expertise (Abbott dkk., 2021). Besides that the purpose of vocational education lies behind the activities aimed at the use of theoretical knowledge, which the students receive by vocational education in business life (Minarti dkk., 2023). Vocational education directly provides skills or expertise. For students, VHS is able to develop the potential that exists in him to create and innovate and be independent in order to face the world of work and industry.

The creative industry is the new era of economy activities which intensify on creativity and information by relying on the ideas and stock of knowledge as main factors (Abbott dkk., 2021). Another understanding is that the creative industry is an industry that is able to accommodate creativity and innovation and is able to create and develop a world of work to grow the economy (Mustajab dkk., 2023). Creative industries have a concept of competition (Fuadi & Mirsal, 2023). This competition has a sale value so that it can boost competition both individuals and groups. According to Hutabarat (2012) the concept of competitiveness at the national level is productivity. Productivity will encourage creative industries and creative industries to run smoothly, driven by 3 components, namely government, entrepreneurs and academics.

Reflecting on the indications above, learning in the classroom is still far from 21st century learning patterns (Pamungkas & Halimah, 2023). Students at school tend to lack of motivation for studying, not having skill to grasp the purpose of study, they don't care of teachers who teach eagerly, even not knowing a lot of many things needed at classroom for practical study (Suryaningsih, 2021). These are far from aim of teaching and learning process (Ulum dkk., 2023). The knowledge is as if away from the purpose of study (Roshayanti dkk., 2023). According to Khuanwang (2016) in the 21st century education, the most important skills are learning skills, which equip students with knowledge and understanding necessary for confronting rapid, intense, unexpected, and unpredictable changed (Mutalib & Dylan, 2021). The 21st century in learning includes 4C, literacy, The Application of Character Education (ACE), and HOTS. In learning at the 2013 VHS curriculum which leads to 21st Century skills. Along with the focus of two things students need to have in relation to competencies, another thing that must be possessed is character. According to Fahmy (2015) character development starts from the formation of attitudes based on certain values, such as religious values, culture, including the state ideology (Mudinillah & Rizaldi, 2021). There are 14 character values that must be run. The identification number of the value of the formation of character is the result of empirical studies center of curriculum has values from religion, Pancasila, culture, and national education goals are (Arsul dkk., 2021): 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democracy, 9) curiosity, 10) the national spirit, 11) love of homeland, 12) recognize excellence, 13) friendly /

communicative, 14) love peace, 15) likes to read, 16) care for the environment, 17) social care, and 18) responsible (Gusvita & Alon, 2021). The Application of Character Education (ACE) is useful to support the development of attitudes in implementation in daily life.

The application of Character Education (ACE) is an integration lesson between adaptive and productive lessons (Rahmah & Martin, 2022). This lesson accommodates the presence of the 2013 curriculum (Afifah dkk., 2023). Implementation of the 2013 Curriculum is expected to improve the quality of Indonesian young generation, serving all aspects of learners' humanity to become more civilized and competitive (Yennizar dkk., 2022). This curriculum regulates well between the implementation of entrepreneurship lessons that are included in adaptive lessons while the practice of creative products includes productive lessons which incidentally more into practice (Lumban Gaol dkk., 2023). Entrepreneurship lessons are based on theories related to knowledge that are able to animate competence through theories that are conceptualized in the lesson. According to Guardia Entrepreneurship Education aims to help students acquire skills and knowledge that are crucial for the development of an entrepreneurial mindset (Amirudin dkk., 2022). For practice there is an implementation of entrepreneurship lessons that have been planned by learning entrepreneurship theory (Muhammadong dkk., 2023). The integrated learning encourages students to be able to attain knowledge and skills and is based on attitudes about character and norms about motivation and willingness to learn. For implementation, there are still practices that are lacking in direction, learning is still closer to teacher centered, students are still fixated on old patterns, only getting from books without paying attention to contextual patterns, and learning does not use models or learning media that can encourage active and reactive communication in learning.

Related to indicators of problems that arise in learning, based on observations and studies, it is necessary to model learning in creative product and entrepreneurial lesson. The learning model is a learning medium that aims to facilitate teaching and learning activities both in the classroom and outside the classroom. The learning model based on problems that occur in the field for vocational high school students is an experiential learning model. According to Ridzwan (2015) the field of vocational training emphasizes individual skills through experiential learning. This model is formed from experiential theory. Exposing theory, (Marin, 2015) defines learning as "the process where knowledge is created through the transformation of experience". Knowledge results from the combination of grasping and transforming experience. As part of this experience-based learning, constructivist and contextual theories are part of the basis of experience. For the implementation phase of Experiential learning, there are 4 stages that must be done in the entrepreneurship lesson. The phases are concrete experience, reflective observation, abstract conceptualization and active experimentation. The four stages are carried out by integrating theory and practice lessons.

Experiential learning model is a model that is able to attract students to participate or be involved in learning. Salavastaru (2014) adds that learning is more effective and more enduring when it substantiates on the personal experience, and specifically, if it is followed by a thought process about this experience. Relevant research conducted by

Marin (215) titled "Experiential Learning: Empowering Students to Take Control of their Learning by Engaging Them in an Interactive Course Simulation Environment". the purpose of this research is to gain knowledge gained from experience. Process skills become an inseparable part of the experience. The results of this study are the interaction and experience-based learning has a large impact on learning based on the process. Another study was from Efstrata (2014) titled "Experiential Education through Project based Learning". In this research, it is stated that experience-based learning is the key to knowledge acquisition through something that brings up experience-based concepts. The results of this research through project-based learning are able to encourage knowledge to emerge by being strengthened by the experiences that individuals have.

The purpose of this study was to determine the effect of the use of creative industry-based experiential learning model on the learning outcomes of VHS students in the district of Klaten and Surakarta.

RESEARCH METHODOLOGY

This research was conducted at the vocational high school of Surakarta City in the academic year 2023/2024. This type of research was quasi-experiment. The design of this study aimed to examine the effect of learning models in the experimental class versus learning without using models in the control class. The design of this study was Non Equivalent Post Test Pre Test Only Control Group Design. The population in this research was all students in St. Mikael vocational high school of Surakarta. The sampling technique used a random sampling technique. Data collection techniques were through questionnaires, tests and observations and document analysis (the instruments were tested by try out beyond the classes used in study, the instruments were checked by experts for better result in getting data). The instruments were also checked its validity and reliability. As for the data analysis used in this research was descriptive and inferential analysis. Descriptive analysis related to mean, standard deviation, maximum score, minimum score and variance, while for inferential analysis there were prerequisite tests and hypothesis tests. For the prerequisite test consisted of the distribution of normality and homogeneity of variants, while for hypothesis testing used t test analysis with the Polled Variance formula.

RESULT AND DISCUSSION

Learning creative products and entrepreneurial requires determination, motivation and discipline. These three main things are really needed. In St Mikael vocational high school learning in the city of Surakarta, at first it showed deficiencies. This is evident, in the teacher-centered learning, learning was still individual, students were less creative and innovative and learning outcomes were still under the minimal completeness criteria.

At first the learning of creative product and entrepreneurship was still based on habits for various reasons both by teachers and students. The results of the interview by teacher named P said that daily learning was mostly focused on theory. Time wasted on theory was still limited to practice learning less enjoyable for students. This is indicated by

students still managed themselves without the urge to study seriously, students tended to do things rather than focus on the lesson, the material taught was only concerning certain basic competency so that the achievements were not in accordance with curriculum expectations, and learning was still one-way direction in teaching.

The results of the study of documents and the results of interviews, after observation and analysis of documents, it is necessary to have a learning model. The model that is able to overcome problems in Vocational High Schools according to students' needs is the experiential learning model. This model is based on field or contextual conditions and is able to develop competencies in this learning model after it is implemented in Vocational High Schools (VHS) St Mikael Surakarta. Learning in the second grade in Vocational High School has proven that after learning using Experiential learning models show changes in the cognitive and psychomotor aspects. In tests conducted in two vocational high schools by t test. T test results showed well in the experimental group compared to the control group who did not use the learning model. The results of the post test in the control and experimental groups are as follows:

TABEL 1 DESCRIPTIVE STATISTIC

No	Group	Maximum	Minimum	Mean	St.Dev	Variance
1.	Control	85	50	69,41	7,464	55,70
2.	Experiment	90	70	79,39	5,117	26,124

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Source: result of data analyzed

Before implementing t test, the prerequisite tests, normality and homogeneity were implemented. The normality test was to find out the data with normal distribution while the homogeneity test was, if the data were both homogeneous. After both were implemented, there was an equivalence test. This test was done, by comparing the results of the pre-test control group with the experimental group. The results of the equality test were for the equality test processed using Excel 2013 to produce a t count of -6,67 while the t table with a DF of 58 was 1,67. Because the t value is $-6,67 < 1,67$, while the P-value is $2,00 > 0,05$. From these results it could be concluded that there was no difference between the results of the control group pretest data (a class A in St Mikael VHS) compared to the results of the experimental group pretest (a class B of St. Mikael Vocational High School of Surakarta).

In the normality test was implemented using the Minitab 18 program. For the homogeneity test of Lavene test produced p-value of 0,149. $0,149 > 0,05$ meant that it was concluded that the data of the two groups were homogeneous, whereas for the normality test the p-value in the normality control group was $0,054 > 0,05$, while the experimental group is $0,60 > 0,05$. It was concluded that the data were normal. After both data were normal and homogeneous, the follow-up test in the form of a different test/ t test was ready to be implemented. For t-tests carried out as listed in this table:

TABEL 2 THE T TEST RESULT OF CONTROL AND EXPERIMENTAL GROUPS

No.	T value	T table	Df	P value	Sig. Value
1	6,40	2,002	58	0,000	0,05

Source: result of data analyzed

The results of the t test above showed that t count was 6,40, while t table with DF 58 and the significance level of 0,05 was 2,002. From these results, it was stated that t count is greater than t table $6,40 > 2,002$, and p value is $0,000 < 0,05$ then H_0 was rejected and H_a was accepted. It was concluded that there was a significant difference between learning using experiential learning model based on creative industry compared to learning using conventional methods. The use of Experiential learning model based on creative industry was better than learning without using model or only implementing conventional methods.

The use of experiential learning model is very appropriate to the conditions and character of Creative Product and Entrepreneurship lesson. Creative Product and Entrepreneurship subject is integrative subject between product and adaptive subjects. This lesson is a lesson that combines theory, namely adaptive lessons with productive lessons or practical lessons. This composition is in accordance with the conditions of the curriculum that contains with entrepreneurship lessons. In the theoretical portion, only 40%, and 60% practical lessons in accordance with the learning objectives are slogan skilled and ready to use workers.

Reflecting on the above review, the portion of 60% accustoms students to practice in learning creative and entrepreneurial product in VHS. Practices in the subject of creative product and entrepreneurship make students able to create based on the competencies they have derived from the theory of entrepreneurship lesson. The theoretical portion of 40% encourages students to develop concepts that will be implemented in practice.

Implementation of practices in learning creative product and entrepreneurial in vocational high school is able to encourage students to put aside individualism, so that students work collaboratively and cooperatively. That was indicated by the results of a questionnaire that pointed out 70% of students could work in groups. Based on these findings shows that the integrated adaptive and productive lessons are able to produce good cooperation. Integrated learning adapted from the 2013 curriculum conceptualized learning with holistic or authentic mastery.

Starting from the use of experiential learning model, it is proven to be able to increase the competency of students' learning outcomes that reach the extreme stage. The maximum stage for the experimental group proves that the use of model with stages in each phase such as concrete experience, reflective experience, abstract conceptualization and active experimentation is proven to be a definite step that makes this process lead to getting better products.

Based on the result it may conclude that model used Experiment is useful (Salavastru, 2014). Not only from the previous study, the other study is also describing that model having some stages is much better driving the students to get a new thing (Efstratia, 2014). The stages such as concrete experience, reflective experience, abstract conceptualization and active experimentation give feedback from the teaching and learning process when it is under way. The students never think, they may not be lacking of shyness when presenting their abilities (Correio, et al, 2008). John Dewey ever says that shyness is only an obstacle to get knowledge.

Systematically the stages of experiential model are suit for the creative industry that needs a transformation of learning. In creative industry, the lesson in Vocational High School (VHS) must stand by its role. The role stimulates any work especially small work to be creative (Emir, 2013). Small thing will be bigger when creative step gotten (Iswanto, et al 2013). As at VHS in Surakarta pointed as a pilot project of study proved that everything started from the small to be the big. The result from implementing Model using experience with some steps is to be able to drive the lesson mixed from theory and practice to be easy to use for the students.

CONCLUSION

Based on the results and discussion in the above article described, the conclusion is that learning using Experiential learning model based on creative industry is proven to be better. This was evidenced in the t test. The test consisted of a control group and an experimental group. In the experimental group that uses experiential learning models the achievement of learning outcomes gets better results, while for the control group taught by conventional methods namely conventional methods (drilling) get unfavorable results. The model is able to improve learning outcomes on creative product and entrepreneurship competency in vocational high school in Surakarta. Experiential Model is better used in Vocational high School (VHS) because at VHS not only theory but practice is implemented by the process of teaching and learning. Implementing the model drive students to get motivation by learning by doing without any direction from teacher any time.

Suggestions based on the results and conclusions are as follows: for teachers, especially the teachers of creative product and entrepreneurial to complement each other in the learning process both theory and practice. This is because the lesson of creative product and entrepreneurial is an integration of adaptive and productive lessons. Implementation of this lesson must be carried out in theory first followed by practice. Teachers of creative and entrepreneurial product lessons should be able to use the

Experiential learning model, because this model is able to improve cognitive aspects and skills so as to encourage better learning. For students, they can implement the Experiential learning model under the guidance of the teacher and then independently do it themselves without the help of the teacher or instructor. For schools, the Experiential learning model can be used in learning in creative product and entrepreneurship lesson, it may develop students' achievement in learning CPE.

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