

# **Design of Integrated Experiential Learning Model with Music to Improve Entrepreneurship Intention of Vocational High School Students**

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## **Abstract**

This study aims to design learning models which can increase entrepreneurship intention of Vocational High School students. This study uses Research and Development Method of the 4-D model, in this study only two stages are conducted; define and design, while develop and disseminate stages will be continued in the next study. Learning model design which is evolved to increase entrepreneurship intention is by developing experiential learning integrated with music. Experiential learning is chosen because it has contextual steps so it is easier to be comprehended by students, while music is used to influence cognitive or students' thinking so they are passionate to participate in the learning process and can receive input from the teachers related to entrepreneurship. The integration of these two can increase student entrepreneurship intention. This model has four steps: (1) Students can feel and see the problems arising around them through videos that have been designed according to the learning topic, (2) students are asked to discuss the most appropriate solution based on the problem while listening the prepared music, (3) students are asked to practice the given solution and evaluate it (4) students are given the motivation to increase their independencies through entrepreneurship while listening to music.

**Keywords:** experiential learning, music, mind, entrepreneurship intention, vocational high school students

## **1. INTRODUCTION**

The era of the industrial revolution 4.0 requires individuals not to depend on the types of jobs that can be replaced by machines and even require individuals to be creative and independent to create their own jobs, work independently and have new skills in accordance with the era. Therefore, in the world of education, there should be a change of perspective on the curriculum, media and learning models. Schools should be able to prepare the graduates to be independent and not rely on job vacancies and change their mindset to become entrepreneurs.

In recent years, there are many vocational students who rely on jobs and do not have an interest in entrepreneurship, therefore, it is necessary to encourage entrepreneurship interest on these students. Entrepreneurship intentions need to be instilled and internalized into vocational students, so when they graduated, they can immediately implement what they have obtained from school to make own job and job vacancies instead of looking for job.

Entrepreneurship intention is the tendency of someone to do entrepreneurship. Many efforts have been made by teachers to stimulate entrepreneurship interest, one of which is entrepreneurship education either formally in special subjects or through training outside the classroom.

One of methods that can be developed to improve entrepreneurship intentions is through experience. Lent et al

(Sondari, 2009) state that interest can be formed through direct experience or individuals to practice, obtain feedback and develop skills that lead to personal efficacy and hope for satisfying results.

According to Drennan, Kennedy, and Renfrow (2005) entrepreneurship intentions can also be built from the background of a family business. The students whom are from families with entrepreneurship backgrounds have high entrepreneurship intentions. Entrepreneurship interest can also be obtained from the formal learning process in the classroom or school program. Entrepreneurship programs that can be given in schools are (1) integrated in all subjects, (2) becoming one of the extracurricular activities, (3) special self-development programs, (4) school culture, (5) local content or entrepreneurship subjects. Some of these methods have not been able to improve student entrepreneurship intentions, this is indicated by the existence of low entrepreneurship interests. Based on the data, of the total Vocational High School graduates of 1.4 million in 2017, only 2.5% or 40 thousand students entered the business world (Destiana, 2018).

One alternative is the learning can improve the entrepreneurship intention is experiential learning model. Experiential learning has three important aspects, which are knowledge (concepts, facts, information), activities (application in activities), and reflection (analysis of the impact of activities on individual development) (Latipah, 2017).

Besides these aspects, there are five Experiential learning principles, (1) Experience of the foundation, and the stimulus for all learning, (2) Learn to act on their own experience, (3) Learning is a holistic process, (4) Learning is socially and culturally constructed and (5) Learning is influenced by the socio-emotional context in which it occurs (Moon, 2004).

Experiential learning involves a number of steps that offer students a hands-on, collaborative and reflective learning experience which helps them to "fully learn new skills and knowledge". There are five main steps in experiential learning; (1) Experiencing/ Exploring, (2) Sharing/ Reflecting, (3) Processing/ Analyzing, (4) Generalizing and (5) Application. Research showed that Experiential learning effectively increases student self-regulated learning (Latipah, 2017).

On this study, the Experiential learning model was developed and integrated with music. Music is one of the important aspects in one's life, music is not only an entertainment but music can affect the human mind. In some studies, music is said to be very closely related to one's cognitive processes. Music can affect the brain on the cognitive, affective and movement components (Jones, 2010).

Music can have a role in improving student learning outcomes, this is according to the study of Al Prakoso, Hannifah, and Maizora (2017) which stated that classical music affects the results and activities of learning mathematics students. The same thing was revealed by Novia and Utomo (2016) that the use of classical music is more effective in increasing students' understanding of economic subjects.

Some of the benefits of music can be integrated in the learning process so that it can help students get maximum results in learning. In this study, to increase entrepreneurship intentions of students, music will be function to provide students with motivation to learn, music can influence cognitive and affective students and music can improve students' positive emotions. The integration of experiential learning with music models is expected to be a comprehensive model in increasing student entrepreneurship intentions.

## 2. METHOD

This research is a Research and Development (RnD) research, where researchers develop a learning model, that is, Experiential Learning which is integrated with music. The learning model was developed with the aim of being able to shape students' thinking, especially vocational students and internalize the values needed by an entrepreneur in order to increase student entrepreneurship intentions.

The development model which is used in this study refers to the type of development of the 4-D model, it consists of four stages. The four stages are define, design, development and disseminate. In this study, product development only reached the second stage, which is, design. The procedure for developing an integrated experiential learning model with music can be described as follows: (1) Define, this step collecting theory is survey and search for data on vocational school graduates and entrepreneurship intentions in recent

years. (2) Design, this stage aims to design an experiential learning model that is integrated with music and determines the implementation steps.

The development of data collection technique; that is used in this study, is documentation. The documentation is used to determine student entrepreneurship intentions and to examine existing studies and learning models. Documentation is based on data on entrepreneurship intentions, about experiential learning models and theories about music and cognition. In addition, documentation of learning data in vocational schools is also collected, vocational student entrepreneurship intentions and also the use of learning models in vocational schools

The data analysis technique in this research is descriptive technique, that is, by giving a review or interpretation of the data obtained so that it becomes more clear and meaningful compared to just the numbers. The steps are (1) data collection, (2) data reduction, (3) presentation of data with charts and texts, (4) drawing conclusions.

## 3. RESULTS AND DISCUSSION

The basic concept of experiential learning models that was used, are experiencing, sharing, processing, generalizing and application, while music can be implemented in the learning process which are regular, measurable and structured music with a slow to moderate tempo.

Based on this concept, the principles of applying the experiential learning model integrated with music are as follows:

- a. Learning is a comprehensive process, it is intended that learning involves all aspects of students' abilities both cognitive, affective and psychomotor. In this process, learning is also influenced by socio-emotional factors so that it must also be considered.
- b. Learning is formed socially and culturally so that learning must be based on contextual experience (real), in this case, the learning is not sourced from the material provided by the teacher but comes from the experiences that they have acquired themselves
- c. Students as subjects of learning. In this learning process, students involve actively straight in the learning process and form their own experiences
- d. The learning process and discussion are processed by music. The type of music used in this learning model is certain music, having the main criteria of "regular, measurable and structured". The genre of music can choose classical music or popular music. The tempo music that is used, is a slow to moderate tempo
- e. The experiential learning model with music prioritizes the changing mindset and internalizing the values of independence in students.

The steps for implementing the integrated experiential learning model with this music are as follows

- a. Students can feel and see the problems arising around them through videos that have been designed according to the learning topic. In this first step, the teacher plays a video that related to the learning material; being discussed, then the teacher asks students to list the

problems that appear in the video. For example, in marketing subjects: the teacher plays Billionaire’s film footage at the presentation session at 7-eleven. Students are asked to write down the problems that occur when the main players, in the film, marketing their products. In this step, students are expected to be able to have the skills to see the problem in real terms.

- b. Students are asked to discuss the most appropriate solution based on the problem while listening the prepared music. In this second step, students are asked to discuss with friends about the problems that have been written in the previous step. In this discussion process the teacher plays a music. When discussions, music played is a type of pop or jazz music with a medium tempo. It aims to arouse students' enthusiasm and make students do not get bored in learning.
- c. Students are asked to practice the given solution and evaluate it. In the third step, students are asked to do in real according the subject matter. The form of real experience that can be done is designing a product according to its field and presenting the product
- d. Students are given the motivation to increase their independencies through entrepreneurship while listening to music. In the fourth stage, the teacher gives motivation to students to entrepreneurship through several steps, there are, first: inviting students to reanalyse how the entrepreneurship process is and the results to be obtained, second: the teacher invites students to recall what they need to become entrepreneurs, third: The teacher emphasizes the importance of having independence in the era of Industrial Revolution 4.0 so that entrepreneurship is more likely to be able to survive. At this stage during the motivational session, the teacher prepares the right words which are then conveyed to students along with accompaniment music, which is classical music. This classical music aims to help change student cognition so students can understand and internalize what is conveyed at the motivational session.

The connection between the steps of the experiential learning and music model, with the integrated experiential learning model with music are as follows:

Table 1. Connection between Model Experiential Learning and Music

Model Experiential Learning	Music	Model Experiential Learning integrated with music
<b>Experiencing</b>	-	Students can feel and see the problems arising around them through videos that have been designed according to the learning topic
<b>Sharing</b>	Popular Music	Students are asked to discuss the most appropriate solution based on the problem while listening the prepared music
<b>Processing</b>	-	Students are asked to practice the given solution and evaluate it
<b>Generalizing</b>		
<b>Application</b>		
-	Classic Music	students are given the motivation to increase their independence through direct entrepreneurship with music

Some important things that must be mastered by vocational graduates in the era of industrial revolution 4.0 are independence, creativity and entrepreneurship skills. To support vocational graduates' entrepreneurship skills, they must be prepared from the beginning of the learning process at school. One of them is increasing student entrepreneurship intentions. Entrepreneurship intention is an important aspect of individual catalyst which able to implement entrepreneurship well. Everything must start from the intention first.

The experiential learning model can be used to increase entrepreneurship intentions because this model accustomed students to carry out a holistic learning process so that each aspect of the student's cognitive, affective and psychomotor can be developed. This learning process also provides a contextual experience that can provide a lot of information and experience to students directly so students can directly feel how the learning material is in real activities.

In this study, the experiential learning model was integrated with music. Music in this learning is to change students' cognition, affect the affection (social-emotional) of students and also form certain attitudes. Research says that music can affect a person's intelligence, which is, making new neurons become rich information circuits. The effectiveness of the use of music to one's brain intelligence is equal to 70% (Prajnamita, as cited in Roffiq, Qiram, & Rubiono, 2017)

Experiential learning models integrated with music have the following advantages: (1) This model is more fun, not tense and interesting for students, (2) Provides more contextual experiences and music can change perception and increase student’s intention so that the appeal for entrepreneurship can be more accepted by students. These experiential learning model increases student’s entrepreneurship intentions.

The integration of this learning model is expected to change students' perceptions of entrepreneurship and improve student entrepreneurship intentions. Tete, Limongi, De Almeida, and Borges (2014) study states that experiential learning models can stimulate students to become entrepreneurs and improve entrepreneurship skills. This is in line with the results of Noworatzky (2018) which states that there is a significant influence on the use of experiential learning models on increasing entrepreneurship intentions and student skills. This model also influences the entrepreneurship environment in schools. Integration of the experiential learning model with music is expected to increase entrepreneurship intentions. Research says that music can increase the level of concentration and can improve students' cognitive functions. In addition, music can also change the mood of students while studying (Jones, 2010).

#### 4. CONCLUSION

The experiential learning model integrated with music is a learning model that develops an experiential learning model that is implemented simultaneously with the use of music as the background of the learning process. This model has 4 main stages, there are, (1) Students feel and see problems that arise around students through videos that have been designed

according to the topic of learning, (2) Students are asked to discuss problem solving in accordance with the music that has been prepared (3) Students are asked to practice the solutions given and evaluate the solution. (4) Students are given the motivation to increase their independencies through entrepreneurship while listening to music.

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