Encouraging Experiential Skill Through Self-Learning Approach: A Case Study of Fieldwork Program

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Abstract—**Self-learning approach becomes one of the learning models that have a significant role in improving students' abilities. Independent efforts of each individual and continuing to increase motivation are challenges that must be solved by students and educators. This study aims to analyze student behavior in outdoor learning through self-directed learning models. Data were collected from 46 students who conducted fieldwork programs and analyzed using statistic descriptive. This study found that self-directed learning provides opportunities for students to develop practical analytical skills in resolving contradictions in understanding between theory in class and practice in the field. In addition, students can also initiate independently to find solutions to the problems they face in the field. New understanding based on experience in the field gives students the ability to be responsible for the tasks assigned.**

Keywords: experiential skill, self-learning approach, outdoor learning, fieldwork

I. INTRODUCTION

The way students get knowledge is not only obtained through learning in a class whose situation is limited by space [1], complicated classroom management [2]–[4] and learning partners that only exist in the classroom such as classmates and teachers [5], but they can also be obtained through learning outside the classroom [6]–[10]. Based on some findings about the effectiveness of learning, learning in class can limit the experience that students want to get [11], [12]. Springer and Collins [13] reveal that formal learning in the classroom is difficult to capture all the components of the situation that exist in the real world, even though in that class interactions between students are created in real terms. James and Williams [14] also explained that classroom learning involving textbooks, lecturers, laboratories, discussion activities, and learning media turned out to be insufficient to develop the concept of understanding students who are very close to the reality of life.

Modern learning does not only prepare students to learn concepts and theories about the world, but in real terms students must also be directed to learn independently about reality and ways to deal with it well [15], [16]. One learning that provides experience, is more dynamic, and meaningful is by learning directly into the field or learning with the community directly or commonly referred to as outdoor education [10], [12], [17]–[20]. By conducting direct learning into the community, students will see, observe, and interact directly with various social realities and phenomena. There are many media that can be used as learning resources such as objects [21], [22], environment [9], and also society [8]. They can make observations while examining the culture, values, customs, and so on.

Classroom learning is a reinforcement of concepts and theories that students must have. The understanding of students built in the classroom is expected to be able to be applied to real life in the community. Problems that arise, in practice, often the theories and concepts in the class differ greatly from the reality faced by the students. The response of students in dealing with this phenomenon is clearly different. Some of them are critically and creatively able to easily handle this. However, not a few of them are very difficult to adjust in a truly new environment and beyond the concepts learned in the classroom such as applying the concepts of research methods and how to conduct interviews. Often the instruments and materials that have been prepared in advance are very different from the objects being studied in the classroom.

The field work program is a medium provided to bridge and train students in implementing theoretical concepts in the classroom with real phenomena that exist in society. In this program, they are directed to make observations while

conducting research on a topic that has been prepared in advance. This paper aims to capture how the process of implementing the program is carried out and at the same time provide a description of the behavior of students in the program outside the class.

II. METHOD

This research used quantitative methods. Data were collected from 46 students who joined fieldwork in Krisik Village, Blitar Regency. Field work is one of the compulsory courses that must be taken by students. In this program, students were divided into 7 groups with the topic of field research "Identifying the Life Pattern of the Krisik Society based on the perspective of social science". The group received different study themes including land use and disaster, myths, population and harmony, livelihoods and economic activities, social welfare, community entertainment, and village education management. Collecting data used a google form instrument that is distributed to all students who take part in the study. There are 2 types of instruments used including instruments in the class (pre fieldwork) and instruments outside the class (fieldwork). Furthermore, the data is processed using SPSS 23 and analyzed using descriptive statistics.

III. RESULTS AND DISCUSSION

A. Field Work Program

Field work is one of the compulsory courses with a load of 3 credits which must be taken by students three times during the study (KKL I, II, and III). Activities in this field work program are divided into two parts. First, this program is carried out in class by providing theories and concepts about the basics of research. Second, the implementation of programs outside the classroom includes conducting simple research by sending students directly to the field to conduct research. Finally, students prepare academic reports related to the research that has been carried out. All processes for implementing the program are under the direction and supervision of lecturers.

This field work program provides opportunities and opportunities for students to determine learning topics independently in the field related to research method material. They determine research topics, make proposals, determine the research approach to be used, make instruments, and compile reports independently with the group. Students are asked to do all the tasks independently without intervention from the supervisor. Supervisors only provide direction and consultation if needed.

B. Respondent characteristic

Respondents involved in this study included all students from the Social Sciences Education Program, Faculty of Social Sciences, Universitas Negeri Malang who participated

in the 2019 field work program (KKL III) where the program was held in the Krisik Village of Blitar Regency. The characteristics of respondents can be seen in the following figure.
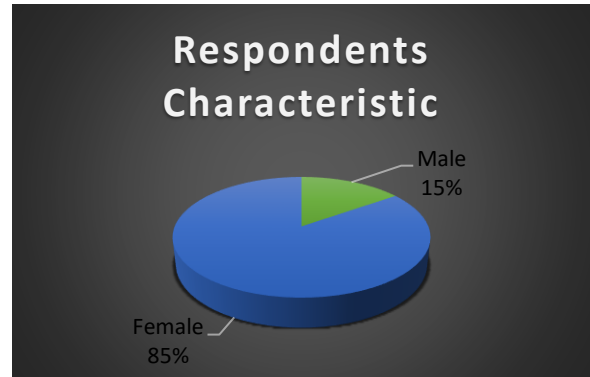

Fig 1. Respondent Characteristic

Figure 1 describes the characteristics of respondents consisting of 7 male students and 39 female students with a percentage ratio of 15% of men compared to 85% of women. Based on this number it can be concluded that the respondents in this study were dominated by female respondents. Thus, this also means that students involved in the fieldwork program are dominated by female students with a significant percentage.

C. Conceptual Understanding

To see the effectiveness of classroom learning, before students run a field work, evaluation needs to be made regarding the extent of their understanding of the research theories and concepts that have been studied in the classroom. Based on data from the instruments distributed to them before the implementation of the fieldwork, the evaluation results can be seen in the chart as follows.
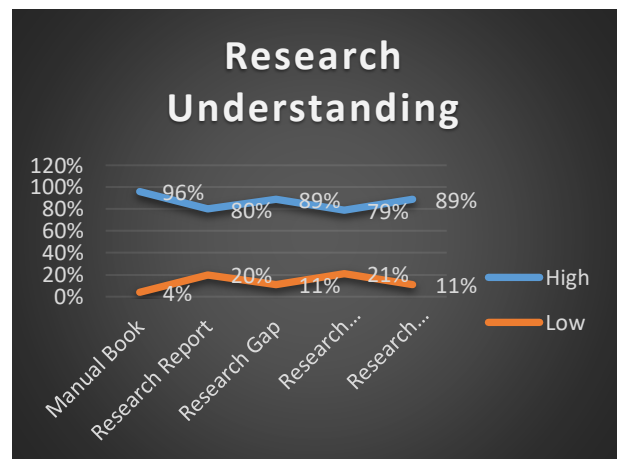

Fig 2. Research Understanding

Figure 2 shows that of all 96% students who took part in the field work program understand well to the manual book or instructions for writing research, only 4% of students were still somewhat confused by the research instructions they had read and studied before. This percentage indicates that students have no problems with the manual book they have learned. This is different from students' understanding of report writing, whereas can be seen in the picture, there are 20% of students who have not fully understood how the mechanism of research report writing has been studied in class. This figure is quite high considering the research report is one of the materials learned during several meetings in the classroom.

The students' understanding of the research gap in the introduction, surprisingly, of the students who took part in the fieldwork program the percentage was quite high with a ratio of 89% and 11% between students who understood and did not understand the research gap. The same percentage can be seen in research instrument material. This shows that classroom learning is quite successful, making students understand the sub-section of research well as expected. This also implies that they do not find difficulties in obtaining research gaps and making instruments that are representative in the research they will do later in the field.

This may be what needs to get more attention by the lecturer or supervisor that students understand in determining the research method used in the study. Of the many students who joined the program, there were still around 21% who had difficulty in determining what research approaches or methods were suitable for each of the topics they chose. There are indeed 79% who already understand well related to this, but the percentage that has not been able to determine the research method is significant, so there needs to be treatment by the supervisor regarding this matter.

Regarding learning material about research design that has been given in class for 3 meetings, which includes several types of design research such as quantitative, qualitative approaches, mix methods, and types of research with research and development approaches in Educational research, data can be seen in the following figure.

Figure 3 clearly illustrates that students generally understand all types of approaches in design research. However, the percentage shows that students better understand and are interested in the qualitative approach. This can be seen from all students with 67% choosing this approach and only 17% interested in the quantitative approach. Meanwhile, the remaining under 10% are interested in using the mix method, R & D, or other approaches. This indicates that most students prefer the qualitative research.

Fig 3. Research Design

D. Practical Implication

In accordance with the objectives of the fieldwork program to bridge student understanding in theory and practice, the practical implications of the implementation process outside the classroom are very important to consider as an evaluation of the learning outcomes in the classroom. To take a closer look at the extent to which concepts have been developed in the class are relevant and accurate at the time in the field, it is necessary to evaluate the knowledge gap of students and at the same time require an assessment of new understandings based on initiatives to solve problems outside the class. In addition, how important student behavior in the field process is also seen as assuming new values that are not obtained in the classroom.

E. Gap of Understanding

Gap of Understanding is a gap in student knowledge of what has been learned in the classroom and it is not found outside the classroom. Students need to adapt and initiate every problem faced in the field. Gap of understanding can also be interpreted as a difference in student understanding of theory and field practice. The gap of understanding found in the implementation of the fieldwork can be seen in detail in Figure 4 as follows.

Students' gap of understanding related to research instruments is still very high with a percentage level of 83% for students who feel confused how to apply the research instruments that have been made while in the field and there are only 17% of students who are fully prepared and very familiar with what must be done in the field. The percentage that is not much different can also be seen in the understanding of data collection techniques and job descriptions, both of which have a gap of understanding in a row of 89% and 80% respectively. On the contrary, there are only 11% and 20% of students who have no difficulty in understanding the data collection techniques and job descriptions of each. Surprisingly, with regard to fieldwork problems, as if they knew that there would be many problems

they would face and overcome, their level of understanding gap was quite comparable between students who were ready to face any field problems with students who were still confused, with a ratio of 59% and 41% in a row.
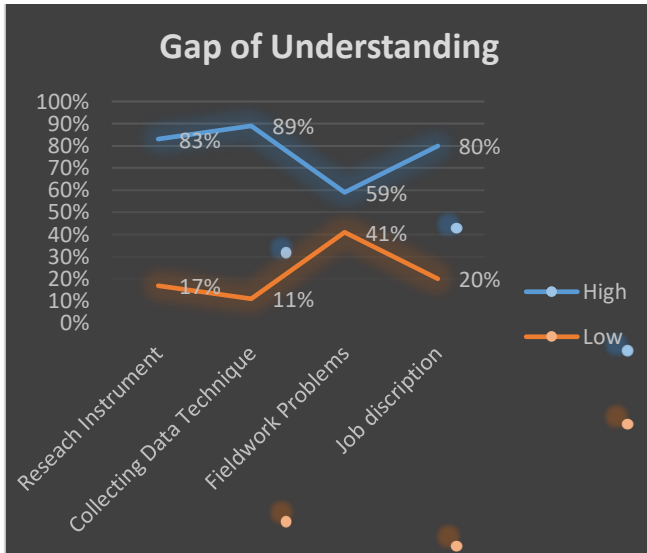

Fig 4. Gap of Understanding

Based on the initial understanding of the concepts and theories about research as given to the research method class, student knowledge about the preparation of research instruments, the use of data collection techniques, tasks that must be done during research in the field, and problems that will arise should already delivered in class. However, with regard to practical reality the concept is not necessarily always able to represent the real situation. Thus, in general students are really faced with problems of new research techniques that are in accordance with the reality of the field. This indicates that this fieldwork program can significantly provide new experiences that are very useful for them when they actually conduct research for their final assignments.

F. Student Behavior

The behavior of students when conducting field studies is very important to be explained considering the importance of output that is not only obtained by students but also for lecturers or institutions to be followed up in the future. Student behavior refers to what students do during the field work process carried out like how they deal with informants or respondents, communication patterns that are built with supervisors, teams, and even relationships with families. In addition, the attitude and mentality of students become an integral part of being involved in the assessment category in the student behavior. Other behaviors such as religiosity, caring for the environment, initiative, and being a solution to problems faced by themselves or those faced by groups also become important stings in relation to the values that can be

obtained by students after the fieldwork program. Figure 5 is the percentage data of student behavior regarding this matter.

The figure explains that the level of student behavior related to communication skills with other people is quite high at 73% compared to those who do not have communication skills by 28%. Likewise, religious behavior and student initiative attitudes are at a high level with 74%. Meanwhile, caring for the environment is at the above level with 78%. In addition, attitude occupies the highest position in the student behavior section in the field with a percentage reaching 98%. In contrast, the attitudes or behavior of students who are in low positions are leadership, nervous, problem solver, and team work with a percentage of 56%, 57%, 57%, and 59% respectively. This means that from the attitudes and behavior of students who take fieldwork programs while in the field they are well-behaved, communicate politely and politely, care for the environment, maintain their religious rituals, and are responsive to having initiations in solving problems that arise during the field. On the contrary, from all their attitudes and behaviors in the field, they are still nervous about dealing with the community directly, their leadership spirit is low, and they have a little problem with their team work.
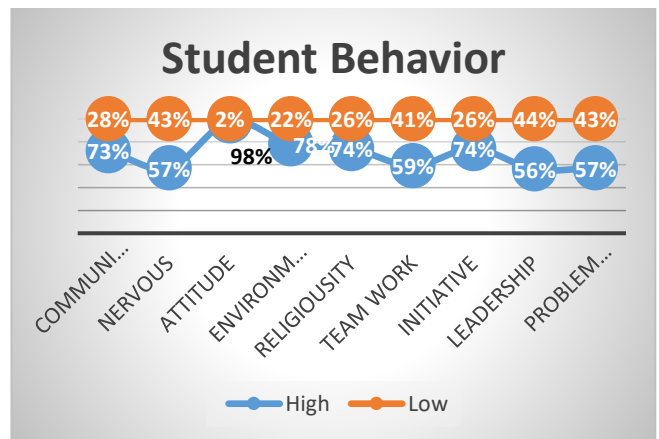

Fig 5. Student behavior

In general, it relates to the existence of a significant understanding gap in some items such as research instruments, collecting data techniques, and difficulties in understanding the job discription of each student while in the field, clarified the importance of field studies regularly during the learning process. In addition, seeing the behavior of students who can learn many things in the real world also provides very significant support in the implementation of fieldwork as a program that is needed for students to continue to process based on the worldview in which they live and will face them in the future.

IV. CONCLUSION

The Field work program, in general, can be a bridge to the breakup of the world of concepts with reality and can be a broad school for students to learn many things from the various sources of life they face in the field. Students' understanding gaps or gaps they find in the field are a source of new knowledge for them to understand and try to find solutions to all the problems they find. In addition, they not only try to implement concepts or theories in the classroom, but they also learn to behave and act in a good and accurate manner in accordance with the conditions in the field. Learning to communicate well with the community, having the spirit of helping and being loyal to friends, paying attention to cleanliness and the environment, remembering and carrying out religious orders, and having initiations to solve every problem that arises are a very urgent behavior for students.

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