



Experiential Learning To Improve Vocational Life Skill Disabilities in Inclusive Schools

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Abstract. Experiential learning provides opportunities for individuals with disabilities to learn from experience including the link between doing and thinking, actively thinking about what is learned and applying what has been learned in real contexts or other (new) contexts related to vocational life skills independently according to their potential and disability needs. This study aims to analyze the increase in the results of vocational learning life skills with disabilities after applying experiential learning. The research subjects were students with disabilities at the Surabaya Inclusion Vocational High School. Data collection uses a test of vocational life skills learning outcomes. Data were analyzed using non-parametric statistical Wilcoxon test. The results of data analysis show $Z_{count} 2,80 > Z_{table} 1.96$, this means that experiential learning has an effect on the learning outcomes of vocational life skills with disabilities. The results of vocational life skills learning increased after learning with experiential learning compared to before applying experiential learning

Keywords: Vocational Life, Skill Disabilities, Inclusive Schools

1 Introduction

Learning life skills (life skills) is one of the learning challenges that is urgent to be implemented in the 21st century. Learning life skills provides provisions for individuals, including disabilities, to be able to face and solve life's problems, be independent and skilled, be able to manage themselves, earn an income, work, adapt to society and life. Life skills as the main contributor to negotiate and mediate the challenges faced by young people to become productive citizens (Savoji & Ganji, K., 2013; Prajapati, Sharma & Sharma, 2017). Life skills are important for developing psychosocial, emotional, cognitive, behavioral skills and resilience to life's challenges and work-related

engagement in society (Galagali, 2011). Vocational life skills related to work to encourage inclusive and equitable quality education and lifelong learning opportunities for all (Marope, Chakroun, Holmes, 2015).

Life skills do not appear by themselves but as one of the skills developed through learning. Vocational life skills aim to prepare graduates to be ready to work and form good character in students (McGrath, 2012). Learning life skills is effective in forming and strengthening skills such as decision making, work skills, spontaneity, acceptance of responsibility, communication with others, problem solving and self-regulation in students (Kazemi et al., 2014). Vocational life skills in this study are homemade. Homemade is anything that is made from home or can also be said to be made or processed at home.

Various problems and reasons related to vocational life skills with disabilities in inclusive schools, including less than optimal knowledge and vocational skills with disabilities, lack of opportunities to perform vocational skills, products are less attractive to the public, strategies and media are less varied, the number of job seekers is disproportionate to jobs which are available. Disabilities experience various physical, psychological, social barriers so that in carrying out various activities including vocational life skills are not optimal so learning life skills for disabilities is needed as a provision for activities and a decent life in society. Improving the quality of vocational life skills for disabilities is important. In this study, experiential learning was carried out to make it easier for disabilities to construct knowledge and learn about vocational life skills.

Experiential learning (learning based on experience) emphasizes that experience plays an important role in the learning process. Experiential learning emphasizes holistic learning because it pays attention to the important aspects of learning, namely affective, cognitive and psychomotor. Experiential learning provides stimulation through learning experiences, thinking skills to reach conclusions that can be improved through direct, intensive, and repetitive learning (Darling, Flook, Cook, Barron, 2020). Experiential learning provides opportunities for students to gain learning experiences, makes learning more interesting and varied, improves student learning outcomes and skills.

Experiential learning encourages students to learn while doing, reflecting, thinking and applying (Butler, Church, Spencer, 2019). Experiential learning (EL) is effective in increasing motivation to learn, supporting students to be actively involved in the learning process (Austin & Rust 2015), Experiential learning increases knowledge retention (Schenck & Cruickshank, 2015). Experiential learning provides opportunities for students to be actively involved in the learning process, encourages reflective thinking, understands the process

and finds its meaning and applies the experience and knowledge gained (Alkan, 2016).

Experiential learning helps individuals to deal with emerging challenges and create new realities (Spence & McDonald, 2015). The experiential learning paradigm views the importance of student participation and experience in the learning process and the contribution of experience to learning (Zhai, Gu, Liu, Liang & Tsai, 2017). Experiential learning allows students to apply what they have learned in school to real world problems (Guo, Yao, Wang, Yang & Zong, 2016). Experiential learning encourages students to be flexible, combine all possible ways of learning and produce effective skills (Kolb & Kolb, 2017). Experiential learning encourages students to participate dynamically to gain experience, maintain knowledge and intrinsic motivation and interest in learning the material (Zelechowski, Riggs & Wolbransky, 2017).

The various research findings regarding relevant experiential learning mentioned above are related to this study which states that experiential learning has an effect on learning outcomes and disability performance, including learning outcomes and the performance of vocational life skills with disabilities. The specific objective of the study was to analyze the effect of experiential learning on improving vocational life skills with disabilities, to analyze the urgency of experiential learning in learning vocational life skills with disabilities. The urgency of the research is to improve the quality of vocational life skills learning for disabilities, to provide a contribution related to knowledge and experience related to the development of vocational life skills for disabilities with experiential learning.

2 **Methods**

Research on vocational life skills learning with experiential learning with disabilities was carried out in inclusive schools. The research approach used is a quantitative approach.

The data collection technique uses a vocational life skill learning outcome test, namely a performance test. Performance tests are used to obtain data about the vocational life skills of students with disabilities. Quantitative data related to the vocational life skills of students with disabilities were analyzed using non-parametric statistics. Quantitative data analysis techniques are based on data in the form of numbers that can be analyzed by quantitative analysis using the non-parametric Wilcoxon test statistics. The hypothesis in this study is that there is an effect of experiential learning on increasing vocational life skills of

homemade disabilities in inclusive schools.

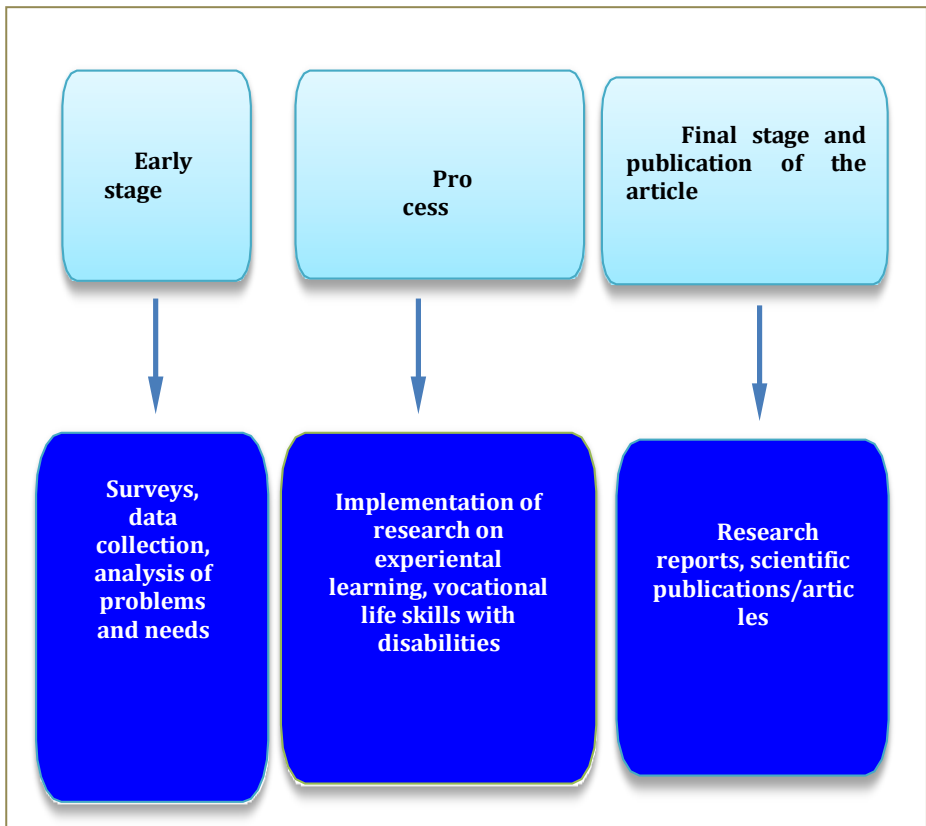


Figure 1. Research Steps Diagram

Quantitative research explains data in the form of numbers into information. Research on experiential learning to improve vocational learning outcomes for disability life skills was carried out at Inclusion Vocational High School. The research subjects were students with disabilities at Inclusion Vocational High School Surabaya who needed improvement in terms of vocational life skills. Homemade vocational life skills that are taught are expected to achieve optimal results or there will be improvements for the better after being taught with experiential learning.

3 Findings and Discussion

The results of the research are related to the results of research that has been conducted on experiential learning to improve vocational life skills with disabilities. A small-scale trial was carried out at the Surabaya Inclusion Vocational School to prove the effect of experiential learning on improving vocational life skills for disabilities. The number of research subjects was ten with disabilities. The trial was carried out by applying experiential learning in vocational life skills learning. Data collection was carried out by doing/performance tests accompanied by observation sheets when disabilities carry out activities related to vocational life skills. This is to obtain data on the results of vocational life skills learning for people with disabilities before and after the teacher applies experiential learning in vocational life skills learning. The results of the disability vocational life skills assessment before and after the teacher applies experiential learning in vocational life skills learning, are categorized according to the rating scale, namely the value 80-100 is in the very good value category, 66-79 is in the good value, 56-65 is in the moderate category, 40- 55 fall into the less category, and 30-39 fall into the failed category (Arikunto, 2010). A recapitulation of the results of the initial assessment and the final assessment of vocational life skills for disabilities is needed to describe the increase in vocational life skills for disabilities before and after implementing experiential learning in vocational life skills learning. The results of the vocational life skill assessment for disabilities experienced an increase from an initial average score of 59.90 to an increase in the final average value of 73.30. This means that vocational life skills for disabilities have increased after the application of

experiential learning in vocational life skills learning. Based on the results of data analysis with a significance value of 0.05 indicates that $Z_{count} 2.80 > Z_{table} 1.96$ means H_a accepted, experiential learning has an effect on increasing the vocational life skills of disabilities. This is also based on data from the results of the vocational life skill test before and after the teacher applies experiential learning in vocational life skill learning. The results of vocational learning life skills for people with disabilities after the teacher applies experiential learning increases more optimally according to the potential for disability.

The discussion of this research relates to improving vocational life skills with disabilities in inclusive schools. The results of the vocational life skills assessment showed that there were differences in the learning outcomes of vocational life skills before learning with experiential learning, namely 59.90 and the average value after learning with experiential learning was 73.30. This shows that vocational life skills increase after applying experiential learning. This result means that the increase in vocational life skills learning outcomes will be more effective if the learning is carried out with experiential learning. The results of the study also show that Z_{count}

$2.80 > Z_{table} 1.96$ means H_a accepted, namely experiential learning has an effect on increasing the vocational life skills of disabilities. The findings of this study are in accordance with theoretical and empirical studies regarding the benefits of experiential learning in learning, including vocational life skills.

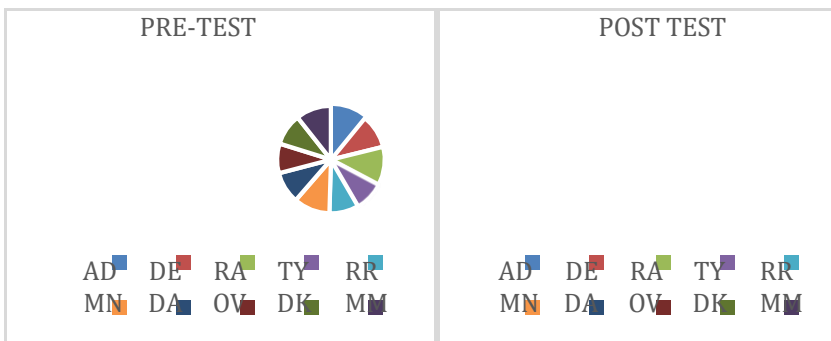


Figure 2. Pre-Test and Post-Test Diagram

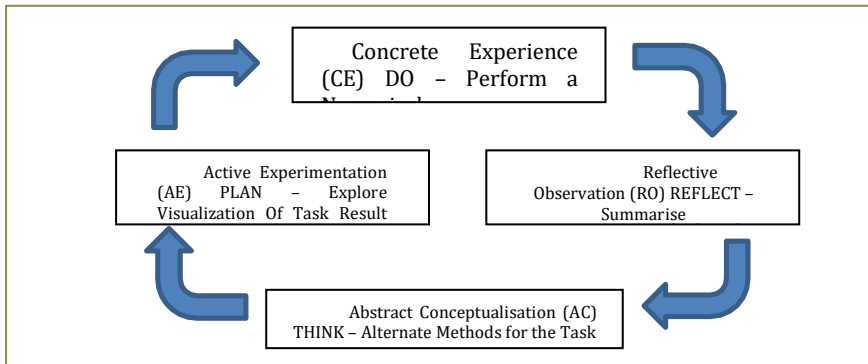


Figure 3. Vocational life skills diagram

Vocational life skills are related to work skills. Vocational life skills provide skills to support life (Karpin, 2017). Vocational life skills are related to experience and special expertise in the field of work (Billet, 2011). Vocational life skills prepare graduates to work and earn income. Learning life skills is an essential part of human life, including for people with disabilities. Life skills are needed by persons with disabilities in their survival efforts. Life skills can help individuals face the challenges of everyday life (Huang, Chien, Cheng & Guo, 2012). This also applies to students with disabilities. Learning vocational skills can increase the performance and productivity of individuals with disabilities (Ta, Wah & Leng, 2011).

Vocational skills learning and training are important for integrating disabilities into society and making disabled members of society productive (Razzak, 2012). Vocational education can also be seen as a type of education given to someone to prepare the individual to be able to work or work alone with the necessary skills (Lawal, 2013). Vocational skills as a strategy for developing human abilities with disabilities, have an impact on attitudes, skills, and can increase self-capacity in society (Irogbu & Unegbu, 2017).

The learning strategy is experiential learning as an approach with students as the center and the idea that the best way to learn is through experience. Experiential Learning can also be applied to students with disabilities. Experiential Learning helps students gain knowledge through experience and then transform it into a real context. Learning from experience includes two

important things, namely doing and thinking. Experiential learning activates the role of students to the fullest in building knowledge and skills through direct experience. Experiential learning helps students to participate in the learning process and learn through experience (Zhai et al., 2017). Experiential learning provides opportunities for students to learn while doing, reflecting, thinking and applying (Butler et al., 2019).

Experiential learning encourages students to become flexible learners, incorporating all possible ways of learning into full-cycle learning and generating effective skills and meta-learning abilities (Kolb & Kolb, 2017). Experiential learning also provides opportunities for students to reflect on their experiences, process new connections and try to apply knowledge. Experiential learning improves performance, positive attitudes and learning through experience. Experiential learning can facilitate students to make connections between theory and real-world applications, increase motivation, participate in concrete experiences (do), reflect on experiences, develop theories based on experience and knowledge (think), formulate conclusions, solve a problem (Bernik & Znidarsic, 2012).

Experiential learning increases the attractiveness of learning, helping students become familiar with real-life problems and situations, gaining knowledge more easily (Weinber et al., 2011; Davidvitch et al., 2014). Experiential learning develops emotional life, creates a will to motivate individuals to work and be active, creative (Parahakaran, 2017; Sand, 2014). Experiential learning contributes to the formation and development of life skills, behavior, emotional education, confidence in students, creates a basis for the holistic development of students' personalities, meets the needs of society (Roland, 2017; Waite, 2018). Experiential learning emphasizes student experience, creates an active learning environment, develops personality, reflective thinking skills, builds friendly schools (Falloon, 2019; Katranci & Bozcus, 2014). Experiential learning helps students to build knowledge based on existing experiences, combined with what students feel with their senses to build new knowledge or expand knowledge rather than just remembering what they see (Tuyen, 2018). Experiential learning helps students achieve good learning outcomes, increases motivation and competency (Damrongpanit, 2019). Experiential learning improves problem solving abilities and solves real-world situation problems (Yuberti et al., 2019). The various research findings conclude that experiential learning can improve student learning outcomes, including students with disabilities, as well as the results of this research. Based on the findings in this study and the findings of previous studies, it can be stated that the learning outcomes of vocational life skills with

disabilities increase after applying experiential learning. Learning with experiential learning is expected to improve vocational life skills for disabilities and motivate disabilities to be responsible for daily life independently. Experiential learning, has a positive impact on vocational life skills with disabilities, experiential learning activities so that they are more meaningful and enjoyable and are able to develop vocational life skills independently in real everyday contexts.

4 Conclusion

Based on the results of research on experiential learning to improve vocational life skills with disabilities, it can be concluded that the learning outcomes of vocational life skills with disabilities have increased after applying experiential learning. The results of the study also show that the application of experiential learning makes it easier for disabilities to learn vocational life skills and improves the learning outcomes of vocational life skills for disabilities. Educators should apply experiential learning in learning other life skills. Further research is needed on experiential learning to improve the quality of learning life skills and other materials for disabilities in various educational institutions that handle and educate disabilities.

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