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Need Assessment of Experiential Learning to Improve Student Competency of Vocational High School Students

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Abstract-This study aims to describe 1) entrepreneurial teaching and learning process in vocational high schools, 2) the importance of experiential learning model in vocational high schools, 3) the degree of interest and motivation in entrepreneurial learning based on creative industry. The method used in this research was survey approach. The subjects of this study were 64 respondents from 2 vocational high schools in Surakarta. The respondents were students and teachers. Techniques of collecting data used were observation, interviews, questionnaires and documents. The data were analyzed by using qualitative descriptive. The results of this study are 1) teaching and learning process in Entreprenuership lesson was monotonous and still using teacher centered approach, ruling out of experience based learning. 2) the importance of implementing experiential learning model to improve competency cognitively, affectively, and psychomotorically in vocational high school. 3) students need to improve the interest and motivation in learning entrepreneurship based creative industry, because it makes students to be creative, inovative, and independent. Based on the findings, it could be concluded that experiential learning model is needed and suitable for vocational high school students, because this model is very conducive to improve students' interest and motivation. It is recommended to use the experiential learning model in teaching and learning process for entrepreneurship subject.

Keywords- vocational high school, entrepreneurship, experiential learning

I. INTRODUCTION

The growth of vocational high schools is signed by occurring many departments that are expected to reveal the needs of link and match. Policy implementation of link and match is according to Dual System Education [1]. It is line with the institutional goals of vocational high school in *UU* No. 2/1989 on the "*National Education System*" prioritizing the preparation of students to enter the workforce is full of professionalism. In the national education system for vocational high school's education goals are as professionals that are able to response the progress with the provision of techniques and skills. Technical and Vocational Education and Training (TVET) has evolved from providing well-trained basic operators to provide professional knowledge workers [2]. The primary goal of training skills is to provide youth with practical techniques and skills based on professional knowledge rather than the manufacture of well-trained basic operators [3].Therefore, Vocational Education and Training (VET) is a part of education system which prepares an individual for a work or group of work, and also can develop him/her in the field of work itself [4]. In order to achieve the goals of the VET, as determined in government regulation *UU* No. 20 in the year 2003 article 15, the needs for learning components can support learning process.

In daily learning, especially entrepreneurship lessons in 2 vocational high schools of Surakarta did not fully use approach of 2013 curriculum which put forward approach, called 5 M that is observing, asking, experimenting, associating, dan communicating. Based on the observations on two vocational high schools in the city of Surakarta, it could be concluded that the activities of learning and teaching process only referred to the empowerment of cognitive aspects, ruling out of affective and psychomotor aspects. At the cognitive aspect, the cognition serves to arrangement of the experiential world, not the objective reality [5]. The aim of the learning is to lead up arrangement and understanding of one's own experiential world. The experiential learning using the 2013 curriculum basically did not yet reflect on the experiential learning. The lessons had not reflected the 2013 curriculum phase, but it still used the expository approach with *teacher-centered* learning and were far from the demands of the 2013 curriculum and even override interactive methods such as having discussion on students' demands to be active. In the phase of teaching and learning process especially in entrepreneurship, students tended to be passive, easily bored, looked like to memorize the concept or material provided by the teacher. In entrepreneurship learning, students had a pessimistic attitude towards learning, besides learning motivation,

learning concentration and the ability to process material into understanding were very low. Besides the factors in the learning process, entrepreneurship was still dominated by theoretical learning which only suppressed the cognitive aspect. It was away from the impression of practice that prioritized conceptual learning, and it was far from contextual, and lack of means of teaching to practice entrepreneurial skills [6]

In the document analysis, the students 'learning result was able to produce a quite effective achievement that was 88 % has passed the minimum completeness criteria. The minimum completeness criteria in those vocational high schools was 75. Although student learning outcomes were categorized well, but for learners'motivation and desire based on teacher interview and deputy headmaster, it could be concluded that the students were still less motivated. To face these challenges, it is assumed to need to prepare human resources that are ready to work and even being marketable quality so that the behavior both for the world of work and industry. In the world of work and industry, it is not separated from the role of the creative industry. Achievement of the intended stage has not been fully able to accommodate the needs of students themselves. To achieve these goals, the need might be accomplished the competence for the learners. competence means not only the knowledge, skills and mental qualities of a human being that drives him/her in work [7] . In the world of work and industry, it is not separated from the role of the creative industry. The term of creative industry refers to industry that combines the creation, production, and commercialization of creative contents, which are intangible and cultural in nature. The contents are typically protected by copyright and they can take the form of a good or a service [8] [9].

Starting from the creative industry, it is necessary to go between the businessmen, government and academia to work together in preparing the excellent human resources, those are called Triple Helix. Triple Helix model introduced 3 (three) dimension of social system, which is Geography, Economy and Knowledge. The primary actor who is responsible for the geography dimension is the government who rules the area, while for knowledge dimension is the academician who creates and shares knowledge in the area, and the actor who is responsible for the economy [10] [11].

The previous study about "*Experiential Learning and the Pedagogy of Interrogation in the Education of Adults*" showed development that is apart from cognitive skills, significant abilities that could change our world to a better one, while they enhance their learning outcomes [12]. By this process, the Experiential learning model will inspire the potential of learners to create and design the situation and conditions of learning in achieving the target of success learning. Next, "*Nurturing Creativity and Innovative Thinking through Experiential Learning*" also mentions that creativity and innovative thinking can be nurtured through experiential learning, so to get student` creativity dimensions have been nurtured and enhanced as a result of the problem solving process involved in the experiential learning activities [13]. In learning using experiential model of learning, it is proved to be able to develop interest, talent, innovation, creativity, motivation and learning spirit of learners. For creativity itself is driven by the learning phase that is part of the syntax experimental learning model. The syntax consists of 4 learning phases, they're concrete experience, reflective observation, abstract conceptualization, and active experimentation. The concept has been added by beginning with concrete experience, moving to reflective observation, and finally moving to active experimentation [14]. The other study is "*Learning how to Learn through Experiential Learning Promoting Metacognitive skills to Improve the Knowledge Co-Creation Ability"*, it explained that experiential learning proved to be able to create real skill shaped creativity, innovation and forming motivation so that learners have interests especially on entrepreneurship lessons [15]. The development is proving to be necessary for entrepreneurial learning which requires a spirit of learning to practice. The purpose of the study is to describe the importance of learning model, especially Experiential learning model in vocational high schools and to measure motivation of vocational high school students on the creative industry in entrepreneurship.

II. METHOD

This research used survey approach. In the survey approach, it shows on observation activities and actions related to information gathering of a learning activity. The population of this study was 36 respondents including students and entrepreneurship subject teachers in 2 vocational high schools in Surakarta. Data collection techniques used observation instruments, questionnaires, interviews, and document analysis. Observation was implemented when teaching and learning process of entrepreneurship in 2 vocational high schools was taking place, while the questionnaire sheets was distributed to students in the 2 vocational high schools. Interview was conducted by the researcher to the entrepreneurship teacher and the vice principal of the vocational high schools. Document analysis was aimed to find out the competence data of learners and needs analysis along with learning tools and learners' learning outcomes. Data analysis technique used qualitative descriptive analysis

III. RESULTS AND DISCUSSIONS

Data of problems were obtained through the instrument data collection, such as observation for teaching and learning process, questionnaires distributed to students as subject of study, and interviews for teachers who taught entrepreneurship. Learning problems were teaching was still centered on teachers or teacher centered, learning motivation, entrepreneurship practices and learner activities. Indicator problems can be seen in the questionnaire results in each vocational high school taking place. The result consists of the condition of learning, the importance of the learning model with the interest and motivation of the learners. Questionnaire results may be involved as below:

TABLE 1. RESULT OF QUESTIONNAIRES

No	Aspect	Percentage%
1.	Students were brave on presentation in teaching and learning process	60.5 %
2	Willingness for discussion with teachers in learning	50 %
3	Independence of learners	45 %
4	Being interested in creative industry on entrepreneurship	68.8 %
5	Motivation for creative industry in entrepreneurship	76.9 %
6	The need for learning models	80.2 %
7	Experiential Learning is related to creativity	93.4%

Students' motivation in creative industry based on the data is reached 76.9%. The motivation also made students to be brave to express the abilities in front of the class. It shows 60.5 %. Besides that the students were interested in creative industry on entrepreneurship, showing 68.8 %. The students had willingnesses to disccuss with collegues, it showed 50% . The discussion took place was triggered by asking from the colleagues. It lead students not to be independent to decide about the opinions. The experiential learning made students to be creative, that is shown 93.4 %. The necessity of learning model must be fulfilled, data shows 80.2%. Students agreed with showing up of learning model From the data, it could be concluded that interest and motivation are the most important things for learning especially in entrepreneurship in vocational high school. To maintain the stability of teaching teaching, it is necessary to create learning that can gain a learning experience that is able to gain knowledge by promoting *inquiry-based learning* process.

Inquiry uses skills that are active, persistent, and based on a person's knowledge [16]. It involves exploration, questioning, making discoveries, and testing discoveries to search for new understanding [17]. Activity of students is able to encourage learning that prioritizes the learning process with the goal of acquiring *knowledge-based experience* and thinking skills in the packaged in inuiry based learning. Inquiry involves posing questions, searching for explanations, testing these explanations and producing knowledge [18]. In other words, students use scientific process skills during inquiry.

The acquisition of knowledge in inquiry learning encourages the creation of experiential learning-based model. Experiential model is a model that can enhance creativity and build innovation through the experience of individuals. The previous contents are establishing connections between the new contents and their already acquired, contextualize or decontextualize what they learned [19]. On the other hand, the modifications already consolidated habits, and the dislodgement of some beliefs which are rigid and block the process of acquiring new knowledge. Past experience is very helpful to improve individual competence, besides it will direct the concept of individual thought to the main purpose of learning. The nature of experiential learning is fairly well understood and agreed upon [20]. Although notions of cycles and steps popularized by the work of Kolb have been thoroughly critiqued, the concepts within these perspectives remain the foundation of experiential design: action that results in experience, reflection on action and experience, abstraction drawn from reflection and action resulting from this reflection. On a cycle basis with the basic experience, experiential learning will be easily applied in the process of teaching and learning activities that require critical thinking.

IV. CONCLUSION

Based on the results of the study along with the discussion mentioned above, it can be concluded that (1) Entrepreneurial learning in vocational high schools still used teacher centered approaches. The teaching and learning process tended to be monotonous. This is far from the concept of the 2013 curriculum that implements student centered as the core of the curriculum, (2) It is important to implement Experiential learning model to improve competency cognitively, affectively, and psychomotorically, and (3) The students of vocational high schools have high interest and motivations on creative industry in enterpreneurship. In the suggestion of enlightenment based on the conclusions in this study, the suggestions are as follow: (1) Learning in vocational high school should use student centered approach. The approach will be better to be integrated with the use of methods and techniques that can motivate learners. In learning should implement practice according to the practice refers to the curriculum that is able to synergize between theory and practice. Learning in vocational high school should be in accordance with curriculum that closer to the world of work and industry, and internship to become a place of practical work that is useful for learners in vocational high school, (2) Experiential learning model can be implemented in entrepreneurial learning. In this entrepreneurial learning, integrated with entrepreneurial practice will be much more appropriate using a model that puts forward the learning practice phases that are included in syntax shaping the motivation and it reinforces the cognitive, affective and psychomotor aspects of the learners, and (3) Students need to improve the interest and motivation in learning entrepreneurship subject based creative indutry, it is because creative industry will encourage students to be creative, innovative, productive, skilled, and competent.

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