



IMPLEMENTATION OF EXPERIENTIAL LEARNING METHODS ON STUDENT CHARACTER ESTABLISHMENT

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Abstract

The purpose of this research is to understand the experiential learning method in learning the moral creed on the formation of student character. This type of learning is directed at efforts to help students become aware of their thinking processes. In addition, this study also attempted to conduct a critical analysis related to the formation of student character in learning a good moral creed in student character. This study uses someone's research and collects data from someone. As for education, basically, the interaction of a teacher and his students and students are also required to be active in reading education. Educational actors must also have procedures in carrying out the education system, during this pandemic it is also good for us to apply experiential learning educational methods because learning is carried out online, so it is possible to form morals in students by coordinating parents so they can supervise children at home.

Keywords: *faith; morals; experiential learning*

Abstrak

Tujuan penelitian ini adalah untuk memahami metode experiential learning pada pembelajaran akidah akhlak terhadap pembentukan karakter siswa. Jenis pemebelajaran ini diarahkan pada upaya untuk membantu peserta didik agar sadar terhadap proses berfikirnya. Selain itu, penelitian ini juga berusaha melakukan analisis kritis berkaitan dengan pembentukan karakter siswa dalam pembelajaran akidah akhlak yang baik dalam karakter siswa. Penelitian ini menggunakan penelitian seseorang dan mengumpulkan data dari seseorang. Adapun pendidikan pada dasarnya interaksi seseorang guru dan peserta didiknya dan peserta didik juga diharuskan untuk harus giat dalam membaca pendidikan. Pelaku pendidikan juga harus memiliki prosedur dalam melakukan sistem pendidikan tersebut, di masa pandemi ini juga bagus untuk kita melakukan penerapan metode pendidikan experiential learning karena pembelajaran dilakukan dengan daring, jadi mungkin pembentukan akhlak pada peserta didik dengan mengkoordinir orang tua agar bisa mengawasi anak dirumah.

Kata Kunci: *akidah; akhlak; experiential learning*

INTRODUCTION

Education is basically the interaction between educators and students. With the development of education and the education system in Indonesia, all aspects of society, especially social elements directly related to educational activities, need to be more creative and professional in developing education. In addition, educational actors must also educate according to the expected procedures according to the needs and challenges of education. Therefore, it is necessary to prepare a mature study plan to deal with the challenges that arise from time to time. The lesson plan itself needs to be done so that the teacher can coordinate the various learning components that are formed for student abilities, namely basic abilities, standardized material, learning achievement indicators, and class-based assessments (Azzel, 2011).

Therefore, the intended lesson plan is to develop a learning design designed to facilitate the teaching and learning process, especially with regard to PAI. Making your own learning design is the first step that must be carried out in the learning process, because the success of implementing learning is very dependent on the degree of design or learning plans, otherwise learning is not designed systematically and will not achieve maximum learning results. Learning designs help educators carry out their duties as teachers, and designs prepared by educators are also an indicator that educators have mastered the teaching materials that will be given to students. Good learning design will make learning more quality and meaningful for students. Therefore,

The main purpose of learning itself is to develop students' abilities. On the basis of this learning method, it is necessary to be based on the content of each subject, and more importantly, let students feel fun, joy and enjoyment in the learning process. It is not easy to educate yourself to achieve the desired goals. Therefore, as an educator, you must be able to find active learning methods. If the teacher's teaching method is good, students will be more diligent and diligent in receiving lessons. Therefore, it is expected that students' behavior will change in terms of speech, manners, motor skills, and lifestyle. Even in the teaching and learning process not everything can run smoothly, because there are still many inhibiting factors.

Based on law number 20 of 2003 article 3 concerning the national education system states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively developing his potential to have religious spiritual strength, self-control, personality, noble character, intelligence, and skills needed by himself, society, nation and state. From this view, we can understand that education is an organized effort which means that education is carried out on a conscious human effort with a clear basis and goals, there are stages and a shared commitment in the educational process.

In addition to the importance of educators, learning is also an activity that contains educational value. The value of education itself adds color to the interactions between educators and students. Educative interaction occurs because the teaching and learning activities carried out are designed to achieve certain predetermined goals. Educators plan teaching activities consciously and systematically, and use everything for the benefit of teaching. One of the ways for teachers to develop and change is to use assistive devices, including viewing media, audiovisuals, and others. The media itself occupies a large portion of the teaching and learning process, and the abilities expected of students will depend on their relevance to the use of methods that meet the objectives.

Aqidah is basic knowledge called "arkanul faith" or pillars of faith which consists of faith in Allah, faith in angels, faith in apostles, faith in the last day and faith in making up the qadha and qadar. Aqidah is also called faith or belief which is the starting point for someone to be called a Muslim (Aminuddin, 2002). In Islamic teachings, faith has a very important position. When likened to a building, faith is the foundation. Meanwhile, other Islamic religious teachings, such as worship and morals, are something that is built on top of it. Buildings or houses built without a foundation are fragile buildings. Instead of protecting yourself from storms or earthquakes, to just hold or bear the weight of the roof, the building can collapse or fall apart.

In addition to faith, one thing that is no less important in the life of Muslims, namely morals. According to Ibn Maskawaih, morality is the state of a person's soul that encourages him to do actions without going through thought and consideration. Meanwhile, according to Imam Al-Ghazali, morality means a trait that is embedded in the soul from which actions

arise easily, without the need for thought and consideration.(Mahmud, 2004). From this understanding, the authors conclude that morals are those that arise from within a person spontaneously or directly without going through the thoughts from within the person.

Aqidah Akhlak material is an important element in instilling awareness for Muslims in general and for students in particular about the oneness of God and God's presence in life. By being aware of the presence and existence of Allah in his life, humans will realize that he is only a servant of Allah who must carry out His commands and also stay away from all of His prohibitions. With this awareness, Muslims or students will be even better at carrying out their lives in accordance with Shari'a and Islamic religious goals. Because this can lead them to get the pleasure of Allah and bring them to get a good reward from Allah. Apart from being able to instill awareness for Muslims of Allah's presence in their lives, material aqeedah morals also forms the basis of Muslim behavior. This is very important to teach students because in this era full of globalization, Muslims have tough challenges both from within and from outside. Especially among teenagers and students who are prone to moral crises.

However, in fact, students have less interest in Akidah Akhlak subjects, because they are considered Akidah Akhlak subjects to be boring subjects. In fact, there are also many students who underestimate this Aqidah Akhlak lesson. Given the importance of the role of the Aqidah Akhlak subject in instilling Akhlakul Karimah values in students, the teacher's seriousness is needed in designing and developing Aqidah Akhlak teaching materials. In PP number 19 of 2005 article 20, it is hinted that teachers are expected to develop learning materials, which is then confirmed through the National Education Regulation (Pemdiknas) number 41 of 2007 concerning Process Standards, which, among other things, regulates the planning of the learning process which requires educators in educational units to develop lesson plans (RPP). One of the elements in lesson plans is learning resources. Thus, teachers are expected to develop teaching materials as a source of learning.

Muhaimin explained that Akidah Akhlak lessons are not only concentrated on theoretical issues that are cognitive in nature, but are also able to transform cognitive Akidah Akhlak knowledge into meanings and values that need to be internalized in students

through various means such as media and forums. The lesson of aqidah morals is an important component in Islamic religious education, and has a major contribution in implementing and practicing religious values (tauhid) and akhlakul karimah in the daily lives of students. Learning aqidah morals also teaches about values concerning the relationship between humans and God, the relationship between humans and nature (environment), and the relationship between humans and other humans.

Teaching Aqidah Akhlak is not only a theoretical science but also an applied science. Therefore, in the learning process it is necessary to develop interesting learning techniques and resources so that these subjects are not only seen from a cognitive perspective, but also from a cognitive and psychomotor perspective. The problem is that most Akidah Akhlak teachers still use conventional learning methods such as lectures and memorization. The teacher only prioritizes these two aspects for students to master, and not all students can learn well if they only listen brightly and memorize them, because each student has different cognitive intelligence.

The 2013 curriculum requires the use of a scientific approach in classroom learning with the aim of providing more opportunities for students to learn actively, so that learning objectives can be achieved effectively and efficiently. One of the scientific applications is by using the experiential learning method. This learning model can provide experience for students as a source of learning, so that students can have a real picture of the material being studied. By using this learning model the teacher can take advantage of everything that exists in the student's environment, both what can be seen or done directly by students as a source of learning for students, as well as habits or traditions that develop in society.

RESEARCH METHODS

This research is a type of library research (library research) or often also called library research which is a series of activities related to methods of collecting library data, taking notes, and reading, as well as processing research materials.(Zed, 2008). According to Mahmud in his book Educational Research Methods, he explains that library research is defined as a type of research conducted by reading books or other data sources to collect data from various literature, both libraries and other places.(Zed, 2008). This research was

chosen in order to obtain more detailed, objective, and also in-depth information regarding the Experiential Learning method in learning Aqidah Akhlak. This type of research approach is descriptive, which will describe, interpret facts regarding the implementation of the Experiential Learning model in learning the Aqidah Akhlak.

Library research itself has several special characteristics, including; First, this research deals directly with text or numerical data, not with the field or eyewitnesses. Second, libraries are ready to use, which means researchers don't go anywhere, except for dealing directly with sources already in the library. Third, the data in the library is generally a secondary data source, in the sense that the researcher obtains second-hand data, not from first-hand data in the field. (Zed, 2004)

In this study using library research, this research is included in the qualitative research category. According to Kelan, in library research sometimes has descriptive and also has historical characteristics (Kaelan, 2010). It is said so because in it there are many studies that have a historical dimension, including religious research.

RESULTS AND DISCUSSION

Experiential Learning Method

In general, learning is divided into two, namely teacher-centered learning and student-centered learning. Student-centered learning itself provides space for the students themselves to learn according to their relevance, personal abilities, and also their learning style. An educator only acts as a facilitator and motivator who must be able to arouse student engagement with a teaching material that provides various approaches to learning, so that different students obtain learning methods that are suitable for them.

Regarding the importance of selecting methods in learning, Budiningsih explained that efforts to improve the quality of learning lie in learning strategies in the form of learning method variables. According to Uno, learning method variables are classified into three, namely; (1) learning organizing strategy; (2) learning delivery strategy; (3) learning management strategy. While the variable that influences the use of learning methods is the

variable learning conditions. This variable is grouped into three, namely; (1) objectives and characteristics of the material/field of study; (2) constraints and characteristics of the material/field of study; and (3) the characteristics of students.(Musdalifah, 2019).

The experiential learning model is a basic learning framework that designs learning activities that are centered on students' real experiences which are reflected in thinking activities to find meaning and then be able to apply it in real life. This experiential learning model has 4 stages of implementation, namely: concrete experience, active and reflective experience, conceptualization, and active experimentation.

The theory of experiential learning (ELT) became the basis of the experiential learning model and was further developed by David Kolb (1984) in the early 1980s. This model emphasizes the overall learning model in the learning process. In experiential learning, experience plays a central role in the learning process. This emphasis distinguishes ELT from other theories. The term experiential learning is used to distinguish between cognitive learning theory which tends to emphasize cognition rather than emotion and behavioral learning theory which eliminates the role of subjective experience in the learning process. (Zed, 2008)

This theory defines learning as a process of creating knowledge through the transformation of experience (experience), where knowledge is the result of a combination of understanding and transformation of experience, experiential learning can also be defined as an action to achieve something based on experience that continuously changes in order to increase the effectiveness of the learning outcomes. Alone. The aim of this model is to influence students in three ways, namely:1. Changing the cognitive structure of students, 2. Changing student attitudes, 3. Expanding existing student skills.

Thirdelementabove are interconnected as a whole and not separately, because if one element is not present then the two elements will not be effective.(Kaelan, 2010)

Experiential learning emphasizes the strong desire of students to succeed in learning. This motivation is also based on the goals to be achieved and the learning method chosen. The desire to succeed can increaseflavorstudents' responsibility for learning behavior, and they will feel that they can control their behavior. Experiential learning models provide

opportunities for students to decide what experiences they should focus on, what skills to develop, and how to conceptualize their experiences.

Through experiential learning, meaningful direct experience is integrated into one's teaching and learning process, guided by reflection and analysis, so that students not only learn the module concept. Experiential learning qualities include: student personal participation, initiative, student self-assessment and significant and lasting influence on students. Experiential learning is an approach from concrete experience that can be tried with methods, playing, position playing, simulations, group dialogues which are expected to create a mix between hearing, seeing and experiencing. (Amsari, 2018).

In the learning context, several benefits and relevance of the experiential learning method can be identified in developing students' critical thinking skills. Silberman (2014) suggests that experiential activities learning can change attitudes or behavior. Where students are actively involved in the experience so they can see the new attitudes and behaviors that are being carried out. Here arises a positive motivation to develop new ways. The level of challenge in experiential activities continues to be raised to the assignment of new approaches and skills.

With experiential learning activities, students tend to be more open to climb new things because they don't feel judged or embarrassed. Experiential activities can create openness, increase understanding, consider new attitudes and behaviors, opportunities to experiment and receive support. The existence of openness, in-depth understanding and opportunities to experiment in experiential learning is conducive to the development of critical thinking skills. Students can have openness to a problem so that they can look at problems from various perspectives and produce sharp solutions. In addition, students will practice understanding facts on learning objects in a comprehensive manner.

Experiential Learning Implementation

The implementation process is the context and background that allows the application of the mastered concept. Then contemplate the possibility of learning through real experience by reviewing what one has done. The reflected experience is then rearranged to form a new understanding, which will become a guide for creating new experiences or

behaviors. The process of experience and reflection is classified as a process of finding (finding out), while the process of conceptualization and implementation is classified as a process of action (taking action).

Mastery of material aqidah morals is an understanding or knowledge of students in understanding Islamic religious teachings in terms of material aqidah morals. Meanwhile, character is the psychological traits, morals, or manners that distinguish one person from another, character and character. Based on this explanation, it can be understood that how important the learning of the moral creed is in the formation of the character of students. If students can practice the teachings that have been conveyed by educators, it will lead to good behavior that can shape the character of students to become even better human beings.

At this stage, educators try to plan how to test the validity of models or theories to explain new experiences that will be obtained later. At the application stage there will be a meaningful learning process, and the experience gained by previous students can be applied to new experiences or problems. Everyone has their own uniqueness and no two people have exactly the same personality. Two children who grow up in the same environment and conditions, will not necessarily have the same thoughts, understanding and views of their surroundings (Majid, 2013).

To see the validity of this information, the explanation can be seen as follows: a. As an informant, the way that educators do in carrying out their role as informants is by inviting students to see the object of study about tolerance, providing scientific information in accordance with teaching materials for good tolerance, conveying learning objectives in accordance with the applicable curriculum, delivering material in language straightforward, and understand the needs of students in the teaching and learning process. This opinion is in line with Syaiful Bahri Djamarah's concept of the role of an educator as an informant that educators must transfer information according to subjects that are in line with developments in science and technology. The effectiveness of information from educators is when educators understand the needs of students and also how to deliver it appropriately and can attract student learning motivation. b. As a motivator, the method used at this point is to encourage students to be more active in the teaching and learning process, analyze the

motives that make students lazy in learning and then be able to find solutions, spur in such a way that they are able to learn independently, stimulate the potential of students in develop their knowledge and insights.

The statement above is commensurate with the concept of the teacher's role as a motivator offered by Elly Manizar (2015) and Eva Latipah (2017; 2020) explaining several things that need to be actualized by educators in increasing student learning motivation, including being able to be open to students, helping students so that it is easy to understand learning optimally, creating emotional relationships with enthusiasm in the learning interaction process, fostering students' learning interest by emphasizing active and subjective attitudes. c. As a Director, the purpose of the director here is that the director can always direct students to always be tolerant with others, direct students to study actively, provide correct knowledge to students, direct students to achieve learning goals. Sitti Arafah stated that the information presented was in line with the concept of the teacher's role as a director that the role of an educator as a director who can also be called a director who always understands the meaning of leadership. The teacher's task here is as a guide so that they have a prominent leadership spirit and carry out the learning process and guide activities according to the goals to be achieved. d. As a facilitator, in actualizing the role as a facilitator, namely by preparing material well, the learning process is interspersed with games so that it is not too monotonous and causes students to get bored in learning, preparing media in the learning process, and being able to facilitate whatever is needed in learning.

The opinion above is in line with the concept offered by Denizlaiha in her journal which contains the role of a facilitator. In this case the educator provides facilities in the teaching and learning process, for example by creating an atmosphere of learning activities in such a way that is in accordance with the child's development so that learning interactions will take place effectively and efficiently.

From the description above, we can understand that in applying the Experiential Learning model in learning, steps or stages are needed so that students can properly receive the material what is conveyed by the educator so that learning objectives can be achieved.

Several opinions became the writer's reference in conducting research so that the writer found various roles of the Aqidah Akhlak teacher. In carrying out learning Aqidah Akhlak the teacher carries out his role, namely acting as an informative, motivator, director, facilitator, and also an evaluator.

CONCLUSION

In aqidah moral learning activities, the use of experiential learning methods can foster positive responses from students, and can also develop critical thinking skills which are key skills in the era of competence. Educators should also always try to guide children through religious customs and create a religious atmosphere. If the socialization of moral education can be welcomed by students, then the student's personality will be more organized. For this reason, the methods available to assist teachers must be diverse and specific.

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