

# DEVELOPMENT OF AN EXPERIENTIAL LEARNING MODEL BASED ON DEDICATION TO SOCIETY

**Maulida Ulfa Hidayah**

*Sultan Aji Muhammad Idris Samarinda State Islamic University*  
maul.yda.93@gmail.com

**Zakiyah Ulfah**

*Sultan Aji Muhammad Idris Samarinda State Islamic University*  
zakiyah.ulfah@uinsi.ac.id

**Marniati Kadir**

*Sultan Aji Muhammad Idris Samarinda State Islamic University*

## **Abstrak**

*Optimal learning is not only seen in the presentation of the theory in the class so that students are able to know and memorize the theories. However, depending on how the student gains direct experience and then reflects on it in the process of his graduation. Also at the college level, various forms of learning through the experience process will be more acceptable, one of which is the experiential learning model. In addition, the learning process is also developed by integrating service activities into the community. To this end, the aim of this research is to design and determine the feasibility of developing a model of experiential learning based on dedication to society in the course of teaching. The method used is the Research and Development (R&D) method with the 4D (four-D) model of Thiagarajan, i.e., defining, designing, developing, and deploying. The result is that (1) the stage of model design is structured based on the results of needs analysis, as well as the preparation of the framework and product development, which are carried out with the creation of books that include the rational development of the learning model; (2) the model of experiential learning based on dedication to society is highly qualified to be used as a model of learning both from the technical side of design, material, purpose, and motivation of learning.*

**Keywords:** *Learning Model, Experiential Learning, Dedication to Society*

## **A. INTRODUCTION**

The efforts of educational actors in improving education quality can determine the quality of education, which includes three parts: input, process, and output. These three things will be related to each other. A good process guarantees a good output. However, if the process itself is not good, a good input does not necessarily result in a good output. In order to produce a good-quality education, these things are important to create and design.<sup>1</sup> Of course, the educational actors at every level of education need to think creatively and innovatively in order to improve the quality of education.

---

<sup>1</sup> Imam Makruf, "Standarisasi Mutu Pembelajaran: Studi Di IAIN Surakarta Dan Kasem Budit University Thailand," *SHAHIH: Journal of Islamicate Multidisciplinary* 1, no. 1 (June 28, 2016): 99–113, *el-Buhuth*, Volume 6, No 1, 2023

According to the Permendikbud of the Republic of Indonesia Number 3 Year 2020 on the National Standards of Higher Education Chapter 5, the content of which relates to the standards of competence of graduates. This regulation explains that each graduating student must meet minimum criteria in terms of the qualification of the graduate's abilities in respect of attitudes, knowledge, and skills, which are expressed in the graduation learning access formula.<sup>2</sup> From this, it can be said that the quality of education can be seen in the competence of graduates. A graduate who has good skills must have had a good educational process. At the college level, the educational process of one is drawn from the course of his education, which will impress graduates who are not only good in terms of knowledge but also of attitude and skills as well. The presence of the college at this time is expected to be able to print qualified graduates and have good competitiveness. It is also part of the demands of society; of course, graduates are not only equipped with knowledge but are also ready to enter the world of work.<sup>3</sup>

Based on the criteria of graduates and the needs of society, there is a need for a model scheme that is expected to be applicable to the theory submitted. In the process of supporting this, conventional and monotonous learning (such as the use of lecture methods) by the lecturer in the classroom is not sufficient to achieve an optimal learning outcome. The need for educational innovation by educational actors, in this case teachers, is met by creating or choosing the right learning methods so that the learning process is effective and the results meet those expectations.<sup>4</sup> For that, a method is needed that is not only centered on educators but, in this case, on direct experience so that students can experience it directly so that learning will be more meaningful than just listening to the theory delivered.

The process of learning can basically occur at the time the student "experiences" something that is not only centered on the use of the senses of vision and hearing but simultaneously occurs on all the senses.<sup>5</sup> This shows that all the senses must play a role and be involved in the learning process. David Kolb's book *Experiential Learning: Experience as the Source of Learning and Development* describes the process of knowledge resulting from the change of form in experience as experiential learning.<sup>6</sup> It becomes the foundation that explains that knowledge does not only come from material or theory that has been presented in class alone. When the process is direct and reflects what each student has done, learning will be more effective. Experiential learning can

---

<https://doi.org/10.22515/shahih.v1i1.51>.

<sup>2</sup> Menteri Pendidikan, D A N Kebudayaan, and Republik Indonesia, "Menteri Pendidikan Dan Kebudayaan Republik Indonesia," 2020.

<sup>3</sup> Ruhban Masykur, Undang Rosidin, and Agung M Iqbal, "Implementasi Kurikulum KKNi Pada Program Studi Matematika Universitas Islam Negeri Raden Intan Lampung," *NUMERICAL: Jurnal Matematika Dan Pendidikan Matematika*, 2018, <https://doi.org/10.25217/numerical.v2i1.205>.

<sup>4</sup> Satriani Satriani, "Inovasi Pendidikan: Metode Pembelajaran Monoton Ke Pembelajaran Variatif (Metode Ceramah Plus)," *Jurnal Ilmiah Iqra'* 10, no. 1 (2018), <https://doi.org/10.30984/jii.v10i1.590>.

<sup>5</sup> Diana Ariani, "Model Blended Learning Dengan Menerapkan Experiential Learning," *Jurnal Inovatif Pembelajaran* 01, no. 02 (2018): 8–15.

<sup>6</sup> Alim Harun Pamungkas, *BUKU AJAR PELATIHAN EXPERIENTIAL LEARNING : Bagi Orang Tua Dan Pengajar Anak Usia Dini* (Padang: Universitas Negeri Padang, 2019).

stimulate student-centered learning processes to enable them to build on the experience they gain during the learning process.<sup>7</sup> Experiential learning is also one of the strategies for raising the motivation of learners.<sup>8</sup> Experiential learning is a holistic learning process.<sup>9</sup>

According to Rosidin, the application of the experiential learning model can increase an individual's ability to solve problems in the learning process. A mature and correct concept can be created from experiences that will be reflected, understood, and explored. Subsequently, this concept is applied to an active experiment and has a function as a form of problem solving for the individual.<sup>10</sup> The experiential learning model is structured in such a way that students participate in a concrete experience (do), reflect on that experience with other information (reflection), develop theories based on experience and thinking (think), and formulate conclusions or solve problems (apply).<sup>11</sup>

Forms of learning that are integrated with dedication to the community can make the classroom and also the existence of the college have a positive value and become more meaningful, especially among society, when they are integrated into learning and then applied to programmes that can have a direct impact on society. Article 6 of the Permendikbud of the Republic of Indonesia Number 3 Year 2020 discusses the attitude, knowledge, and skills that will be achieved in a learning process, which are obtained not only through the learning process in the classroom but also through student work experience, research, and/or dedication to the community related to learning.<sup>12</sup> Not only that, the academic culture can be developed effectively and efficiently to implement Tridharma College as a form of undertaking, preparing graduates who possess the competence of qualified individuals and can also produce work that is beneficial to society.<sup>13</sup> Therefore, in order to be able to realize the integration of the tridharma university in learning, it is necessary to make a learning plan that is concentrated on the teaching with the process of experiencing directly while at the same time doing dedication to the community in learning.

Based on the results of the initial observations carried out at the three Eastern Islamic Colleges (PTKI), namely UINSI Samarinda, UNU Kalimantan East, and STIT

---

<sup>7</sup> Mutmainah, Rukayah, and Mintasih Indriayu, "Effectiveness of Experiential Learning-Based Teaching Material in Mathematics," *International Journal of Evaluation and Research in Education* 8, no. 1 (2019): 57–63, <https://doi.org/10.11591/ijere.v8i1.15903>.

<sup>8</sup> Shui Kau Chiu and John Lee, "Innovative Experiential Learning Experience: Pedagogical Adopting Kolb's Learning Cycle at Higher Education in Hong Kong," *Cogent Education* 6, no. 1 (2019), <https://doi.org/10.1080/2331186X.2019.1644720>.

<sup>9</sup> Mifta Hulaikah et al., "The Effect of Experiential Learning and Adversity Quotient on Problem Solving Ability," *International Journal of Instruction* 13, no. 1 (2020), <https://doi.org/10.29333/iji.2020.13156a>.

<sup>10</sup> Azizatul Hakima, "Peran Model Experiential Learning dalam Pendidikan Berbasis Keterampilan Tata Busana" 09, no. November (2020).

<sup>11</sup> Hulaikah et al., "The Effect of Experiential Learning and Adversity Quotient on Problem Solving Ability."

<sup>12</sup> Pendidikan, Kebudayaan, and Indonesia, "Menteri Pendidikan Dan Kebudayaan Republik Indonesia."

<sup>13</sup> Bukman Lian, "Tanggung Jawab Tridharma Perguruan Tinggi Menjawab Kebutuhan Masyarakat," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgri Palembang*, 2019, 100–106.

Balikpapan, it is concluded that the material of the course will be more readily accepted and understood when the course of study is one where they can gain direct experience through practice rather than just through the delivery of material. In addition, based on the data from the initial observation results obtained, the learning model is expected to have a process that students experience directly so that they can analyze and design something that can be applied and beneficial for society. As well as the Early Childhood Islamic Education Study Programme (PIAUD), which needs to apply and integrate its learning.

The quality of graduates of the PIAUD Study Programme can be seen in graduates who are not only good at the knowledge of the course but also need to look at the quality of their skills as well. This needs to be supported by the learning managed by a lecturer who is specially designed to collaborate between the delivery of theory and practical experience, as well as its integration with dedication to society. As reflected in the courses in the PIAUD Study Programme, one of them is an early childhood emotional and social development course. Based on the results of the observations, the learning model often used by the teachers is discussion and observation, which slows down students' understanding of the material. Student skills should also be tailored through practical learning models and hands-on experience.

Not only to create a model of learning that is practical and based on practical experience, but also based on the results of initial observations, it was also found that the needs of the lecturer will integrate the lessons that need to be designed in a lesson. There are a few obstacles for the dozen to overcome. So based on the results of the analysis of needs obtained from the data, the need for a model of learning that will be used in the course that includes practical activities directly in the field, referring to experience-based learning, can be applied and beneficial to society. In addition, the results of other needs analyses are aimed at college leaders who expect lecturers to innovate in their learning as well as with integration at Tridharma College according to conditions and situations. Community dedication-based learning has been regarded as a pedagogical tool that gives students the opportunity to participate in service activities to meet social needs and at the same time gain profits for themselves.<sup>14</sup>

Based on the background description above, the researchers are interested in conducting research on the development of the model of experiential learning based on dedication to the community that will be done on the PIAUD study programme that exists at the Islamic College of Kalimantan East.

## **B. RESEARCH METHODS**

In this study, the research method used is the Research and Development (R&D) method using 4D model development design (four-D).<sup>15</sup> It is defined by (1) defining, (2)

---

<sup>14</sup> Vien Truong et al., "Integrating Community Service Learning into University Curriculum : Perspectives from EFL Teachers and Students Integrating Community Service Learning into University Curriculum : Perspectives from EFL Teachers and Students," no. June 2021 (2020), <https://doi.org/10.29252/LRR.11.5.201>.

<sup>15</sup> Et.al Thiagarajan, *Instructional Development for Training Teachers of Exceptional Children: A*  
30 *el-Buhuth*, Volume 6, No 1, 2023

designing, (3) developing, and (4) spreading (disseminating). In this study, 4D models were carried out until the development stage (develop). Here is a brief explanation of the application of these stages in this study.

a. Define stage

At this stage, learning needs are defined by conducting objective and material language analysis through the following steps:

(1) Front-end Analysis

In this early stage, the problems that occur in learning are sought and analyzed through interviews and filling out the Google Form. In addition, the learning conditions of the campus are analyzed in order to be able to know the initial conditions at the campus about the implementation of learning, the availability and availing of means and facilities, as well as various efforts in improving the quality of teaching for teachers.

(2) Learner Analysis

Completion of an analysis of the needs of 73 students randomly distributed to know the characteristics of students and student needs in the learning process.

(3) Task and Concept Analysis

At this stage, the results of the analysis of the needs of the lecturer are used as a basis in determining the concepts and tasks to be designed based on the outcomes of the need analysis, with the attention of the study of libraries and theories that support and are relevant.

(4) *Specifying Instructional Objectives*

This fourth phase includes curriculum analysis based on the graduate learning achievement (CPL) that students must achieve. Then it continued with the creation of the Form of Acquisition of High School Learning (CPMK) and sub-CPMK. The basis of the rules used is Appendix Permendikbud No. 3 Year 2020 on the National Standard of Higher Education (SN-Dikti) and the Decision of the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2018 on the Graduate Competence Standards (SKL) and graduate learning achievement (CPL) of the Bachelor's Degree Programme at the Islamic Religion College and the Faculty of Muslim Religion (FAI) at the College. The results of this formulation will serve as a foundation in the development phase of this learning model.

b. Design Stage

In this design phase, the first step is the selection of a learning model. (model selection). The selection of learning models is done by looking at the results of needs analysis and relying on the theories and results of previous research so as to design an experiential learning model based on dedication to society. This model of learning is tested in the course of early childhood emotional and social development (Prodi PIAUD). The next step is initial planning. (initial design). This step is done with the preparation of the framework and the development of books. The book contains information about the

---

*Sourcebook* (Bloomington: Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped, 1976), <https://files.eric.ed.gov/fulltext/ED090725.pdf>.

rational development of models, the theory supporting models, designers and model components, and guidelines for the implementation of experiential learning models based on dedication to society.

c. Develop Stage

The validation process is carried out to determine the validity of the learning model created, with the validators consisting of two experts in the field of curriculum (the learning model) and practitioners in the college. The advice obtained during the validation process becomes the material for model improvement before being applied in the classroom. Subsequently, a limited test was conducted in the PIAUD Semester 3 UINSI Samarinda Study Programme class on early childhood social emotional development courses by applying a dedication-based experiential learning model to society. Pretests and posttests are carried out to determine the effectiveness of the learning model against student learning outcomes. If the test results obtained have a significant impact, then the model is worthy of being tested on a large group. In the process of improving the learning model developed, the evaluation material is the validation of the validators, and the results of the test are limited.

In this study, the population is the entire student body of the PIAUD study programme at the Islamic College in Eastern Kalimantan. Three colleges: UINSI Samarinda, UNU Kaltim, and STIT Balikpapan The subject of research is the PIAUD docents who enable courses of social and emotional development in early childhood, while the research object is the validity of the model of experiential learning based on dedication to society.

In this research, the types of data obtained were qualitative and quantitative. Qualitative data comes from needs analysis instruments, validation sheets, and advice on student response lifts. Quantitative data is derived from qualifying instruments. Here are the details of the research instruments used:

- a. The need analysis instrument, i.e., the need analysis tool given to leaders, lecturers, and students in three already designated colleges.
- b. The model qualification tool serves to search for data on the quality of the model of learning developed.
- c. Assessment team of experts using validation instruments. This tool has the following features:

**Table 1.** Validation of Expert Learning Models

| No | Assessment Aspects                                   | Criteria                                  | Number of items |
|----|--|---|-----------------|
| 1  | Instruction  | Clarity of observation sheet instructions | 1               |
|    |  | Student behavior assessment criteria      | 1               |
| 2  | Experiential learning based on dedication to society | Supporting theory                         | 3               |
|    |  | Syntax                                    | 4               |
|    |  | Comprehensive principles                  | 2               |
|    |  | Continuity principles                     | 2               |

|                 |          |   |    |
|-----------------|----------|---|----|
|                 |          | Implementation of models                | 3  |
|                 |          | Language use                            | 1  |
| 3               | Language | Formulation of communicative statements | 1  |
|                 |          | Sentence understanding                  | 1  |
| Number of items |          |   | 19 |

Here is a set of validation instruments for practitioners in the college environment.

**Table 2.** Practise Validation Instruments

| No              | Assessment aspect | Criteria                                | Number of Items |
|-----------------|-------------------|---|-----------------|
| 1               | Learning          | Appropriateness of learning outcomes    | 3               |
|                 |                   | Lesson plan                             | 1               |
|                 |                   | Implementation of learning model syntax | 5               |
| 2               | Material          | Material completeness                   | 4               |
|                 |                   | Material accuracy                       | 3               |
|                 |                   | Presentation of material                | 2               |
|                 |                   | Appropriateness evaluation              | 1               |
|                 |                   | Language suitability                    | 2               |
|                 |                   | Interaction quality                     | 1               |
| Number of Items |                   |   | 23              |

- d. The assessment consists of the assessment of the lecturer in the form of a sheet of exhibition and the evaluation of the student in response to an assessment on the model of learning already validated by the experts. When testing is limited, data collection is carried out using this instrument, which is used as a material for improving the learning model and obtaining information about the responses of teachers and students to the model developed by the researchers.
- e. The instruments for assessing the effectiveness of the learning model in this study was a pre-test and a post-test.

The data analysis techniques applied in this research aim to obtain the product of a quality and appropriate learning model by analyzing the validity and effectiveness of the developed learning model.

a. Qualified Analysis

Qualification analysis is carried out using data obtained from the validation of the learning model by experts and practitioners at the university. There are four types of assessment scales: very good, good, bad, and bad. There are several steps in carrying out data analysis at this stage, i.e., (1) tabulation of data obtained on each aspect and model assessment details from the 3rd level of each evaluator. Each model assessment element has its own score, i.e., a very valid category has a score of 4, a valid category gets a score

of 3, a less valid category receives a score of 2, and a non-valid category scores 1. (2) The calculation of model eligibility is taken from expert validation assessment with the following descriptive presentation techniques:

$$K = \frac{F}{N \times R} \times 100\% \quad (1)$$

Information:

- K = Qualified Model (%)
- F = Number of respondent's answer
- N = Highest score
- R = Total number of items from respondents

(3) Subsequently, the results of the model eligibility calculation (which is written in %) are adjusted to the percentage range and also to the qualitative criteria for the model validity test.

b. Analysis of student and lecturer response questionnaires

This analysis uses data obtained from the students' responses to the learning model that has been experimented with. The result was the student's response to the learning model using a Likert scale with four scales, which consisted of "very agree" with a score of 4, "agree" with a score of 3, "less agree" with a rating of 2, and "disagree" with a score of 1. The process of data analysis has the purpose of analyzing student responses through each element of the instrument in order to obtain data validity. The overall score result of the statement is analyzed by performing calculations using the formula:

$$p = \frac{f}{N} \times 100 \quad (2)$$

Information:

- P = Score percentage
- F = Total score obtained
- N = Maximum total score

The results obtained are then converted based on qualitative criteria for the learning model derived from student responses. Furthermore, the outcome or response of the lecturer to the learning model should support the results of the student's qualification analysis. The data from the lecturer is qualitative and comes from giving value to the syntax of the model, its design, material, presentation, and its usefulness, as well as the steps of the learning model. In addition, data is also available on learning devices such as the RPS regarding the suitability of the content and parts of the RPS.

c. Analysis of the Effectiveness of Learning Models on Student Learning Outcomes

Data analysis of learning effectiveness using gain score analysis supports the results from the pre-test and post-test values. The analysis of the gain score of the pre-test and post-test scores of the students based on Hake's opinion is as follows:



$$\langle g \rangle = \frac{Sp_{ost}-Sp_{re}}{Sm_{aks}-Sp_{re}} \quad (3)$$

The symbol  $\langle g \rangle$  indicates the value of the gain score. The rate of score gains is categorized into three categories: high ( $\langle g \rangle > 0,7$ ), medium ( $0,3 \leq \langle g \rangle \leq 0,7$ ) and low ( $\langle g \rangle < 0,3$ ). Learning can be said to be effective when the gain score is at a medium or high level. In addition, the results of gain scores that are at a medium or high level can also mean that the learning model has a positive impact on student learning outcomes.

## C. RESULT AND DISCUSSION

### 1. Learning Model Development Results

Based on the results of the needs analysis, the learning model developed is an experiential learning model based on dedication to society at the Eastern Kalimantan Islamic College. This model of learning contains material on emotional and social development in early childhood. Application of learning models based on examples of cases that are updated and often discussed in society After the formulation and development of the learning model, the next stage is to compile the framework for the learning model and device design.

The learning model book framework is a table containing the components of the learning model book as well as an outline of each of its components. In addition, it is designed to support the development of learning models. The composition of the instrument is based on the grids of instruments that have been previously assembled. The instruments that are structured are the qualification model of learning by curriculum experts and learning models, as well as the practitioners and instruments of qualification by teachers and students.

The initial plan carried out in the development of the expected learning model is to create a framework for the learning model book. The framework becomes a reference in the creation of a learning model book that contains components and outputs of the content of the book so that development can occur. The study framework can be seen in Table 3.

**Table 3. Experiential Learning Based On Dedication To Society At The School Level Of Early Childhood Emotional And Social Development**

| No | Components            | Description   |
|----|-----------------------|---|
| 1. | Title page            | Title, Author Name, Author Affiliation, Year of Compilation of the Book                     |
| 2. | Book Approval Page    | Book Approval Page by the Dean  |
| 3. | List of contents      | List of contents  |
| 4. | List of pictures      | List of pictures  |
| 5. | List of tables        | List of Tables  |
| 6. | The introductory word | The introductory word   |
| 7. | Chapter I             | Development of a rational model of experience-based learning based on dedication to society |

|     |              |   |
|-----|--------------|---|
| 8.  | Chapter II   | Curriculum with Learning Model Experiential learning based on dedication to society at the school level of early childhood emotional and social development |
| 9.  | Chapter III  | Supporting theory of Experiential learning based on dedication to society   |
| 10. | Chapter IV   | Principles of Experiential learning based on dedication to society  |
| 11. | Chapter V    | Instructions for Implementation of Learning with Experiential learning based on dedication to society   |
|     |              | Syntax  |
|     |              | Social system   |
|     |              | Reaction principle  |
|     |              | Support system (Semester Learning Plants (RPS), Student Worksheets (LKM), and Student Learning Outcomes Test Kits, Teaching materials for students)         |
|     |              | Instructional Impact and Accompanying Impact  |
| 12. | Covered page | Bibliography  |

After the product design is made in the form of a framework book of learning models and evaluation instruments, subsequently collected materials are used to make the initial product, such as factual and actual information from various sources. The researchers also poured up-to-date case ideas into the syntax of learning models to be relevant.

The initial product that has been developed is a model learning book on experiential learning based on dedication to society in the school of early childhood emotional and social development. This initial product was then tested for the first time on the student PIAUD UINSI Samarinda. At the test stage, lecturers and students as subjects or users of the model of learning developed. Teachers and students are asked to provide responses to the use of the learning model in the form of lectures and student responses. Subsequently, the response lift, the presentation of docents, and the value of pretests and posttests are used as materials for the improvement of the development of learning models. After limited testing, the initial product was validated by a team of experts and practitioners for advice and improvements. The expert team consists of two people, both curriculum experts and learning models, and three practitioners.

The results of the validation were then revised according to the advice and input of several expert teams. After the product is revised, a final validation is carried out to determine its suitability so that it can be distributed. At the final validation of this study, no final revision was carried out because the model developed has proven to be worthwhile and there were no recommendations for improvements by the expert team. At this stage, the results of the effectiveness test are obtained as a reference to the evaluation of the efficacy of the learning model due to the application of the final product, which has experienced improvement in the quality of the media and is declared worthwhile by the expert team.

## 2. Feasibility Assessment Results

In order to guarantee the accuracy of the assessment at this point, two subject-matter experts and three practitioners from three different colleges carry out the validation. The model of learning produced and used in learning is assessed by students and lecturers through the lecturer's exhibition and student responses.

The curriculum and learning models are for two people. Curriculum expert assessments and learning models include guidance, learning models, language, and language suitability. The results of the evaluation of the validator of the curriculum and learning model can be seen in Table 4.

**Table 4. Validation of the Curriculum and Learning Model**

| No                   | Aspects assessed                      | Percentage (%)                    | Criteria   |
|----------------------|---------------------------------------|-----------------------------------|------------|
| 1                    | Book guide                            | 100%                              | Very valid |
| 2                    | Learning model                        | 94,6%                             | Very valid |
| 3                    | Language                              | 91,6%                             | Very valid |
| 4                    | Conformity with the rules of language | 87,5%                             | Very valid |
| <b>Average</b>       |                                       | 93,4%                             | Very valid |
| <b>Test Decision</b> |                                       | Very valid, revision not required |            |

The comments given by experts before the review are: 1) the definition of the theme of the book; 2) the systematic preparation of the reference book; 3) topics of community devotion; 4) rational reinforcement; 5) the syntax of the learning model; and 6) guidelines for the implementation of learning.

Three practitioners from three different Islamic colleges validate experiential learning that is based on a commitment to society. The validation results have shown that the learning model developed is highly valuable. The assessed aspects are the learning aspect and the material/full aspect. Validation results by the validator on the learning aspect were 100% (very valid) and on the material aspect were 96.2% (very valid). The evaluation results can be seen in Table 5.

**Table 5. Data-Result Assessment Model of Learning by Practitioners**

| No                   | Aspects assessed        | Percentage (%)                    | Criteria   |
|----------------------|-------------------------|-----------------------------------|------------|
| 1                    | Aspect of learning      | 100%                              | Very valid |
| 2                    | Material/content aspect | 96,2%                             | Very valid |
| <b>Average</b>       |                         | 98,1%                             | Very valid |
| <b>Test Decision</b> |                         | Very valid, revision not required |            |

Before the review, the practitioner will make a reference to the source of the student's teaching materials; it is best to include the link to the YouTube video. The author's product reviews are based on suggestions received during validation from practitioners, learning models, and curriculum experts. The results of the revision are

carried out on the framework of the learning model book, the syntax of learning models, and instructions for the implementation of learning.

### 3. Limited trial phase

The limited test consists of the selection of the class, the implementation of the limited test, the results of the students' responses, and the presentation of the lecturers that have been carried out. Classes were selected for the Programme of Study of Early Childhood Islamic Education (PIAUD), Faculty of Tarbiyah and Keguruan Science, UINSI Samarinda. The trial class is selected using purposive sampling, i.e., the class taken is a class that has an Early Childhood Social and Emotional Development course that is in the third semester. The class on the PIAUD Study Programme Semester III consists of one class in which there are 37 students. Execution on limited trials is carried out in the planned stages. Here is the limited test.

#### The meeting 1

- (1) The lecturer delivers the final goal of the learning process, and the docent presents the pretest. Students accepted the delivery from the docent and performed a pretest. In its implementation, the activities of the class were carried out using the Zoom Meeting media due to pandemic conditions, so they were done online. Then, the students did a pretest on the Google Form sheet.
- (2) The lecturer initiates the material by introducing the speech material by providing stimulus in the form of real events, examples of cases or events using video, live stories, or other media. This is to create an image and direct the student's thinking. (feeling). Students receive an initial exhibition of the lecturer and a video or story from the lecturer. Students started trying to feel the content of the story or video. (feeling)
- (3) The lecturer responds to questions related to the student's experience studying the materials presented. Students individually or collectively communicate their experiences. (feeling) The lecturer directs students to create groups, determine the topics of group activities, and distribute student work sheets. (LKM). (1) Students observe the emotional and social development of children around the home by providing stimulation (watching); (2) Students conduct interviews with parents of children who are observed regarding the social and emotional development of the child; (3) Students analyze and provide follow-up plans based on the results of the analysis. (thinking)



Figure 1. Students conduct interviews and observations.

#### The meeting 2

- (1)The lecturer explains the purpose of learning, and the student accepts the docent's delivery.
- (2)The lecturer responds to the student's questions related to the assigned tasks, and the student answers the questions of the lecturer.
- (3)The lecturer asks students to present the results of their observations and interviews as well as explanations and responses from parents, such as photos, reports, or videos. Students present the results of their observations, interviews, and analyses.
- (4)The lecturer asks students to provide input and advice related to the follow-up of student analysis results. (thinking). Students and doctors discussed the results of the analysis. (thinking)
- (5)The lecturer asked the students to reflect and make a follow-up plan. Students make reflections, make follow-up plans, and collect LKM progress in the Google Classroom. (thinking)

### The meeting 3

Additional Services to the Community/PkM (doing) Based on the follow-up, students can be grouped into six activities, which are as follows:

- (1)Meeting and direct guidance with parents and teachers



Figure 2. PkM through the meeting and guidance of students with teachers and parents

- (2)Creation of educational videos

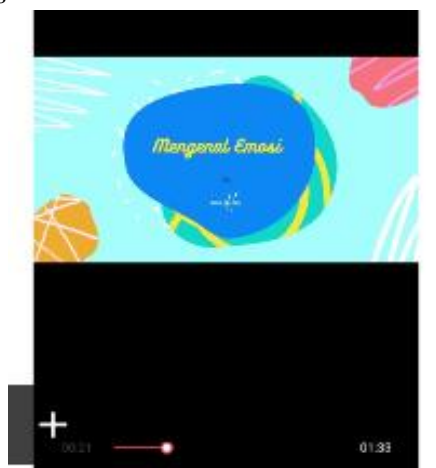


Figure 3. PkM through the creation of educational videos for parents and students uploaded on YouTube, <https://youtu.be/F957ZvyvgUg>

- (3)Meeting with Zoom Meeting

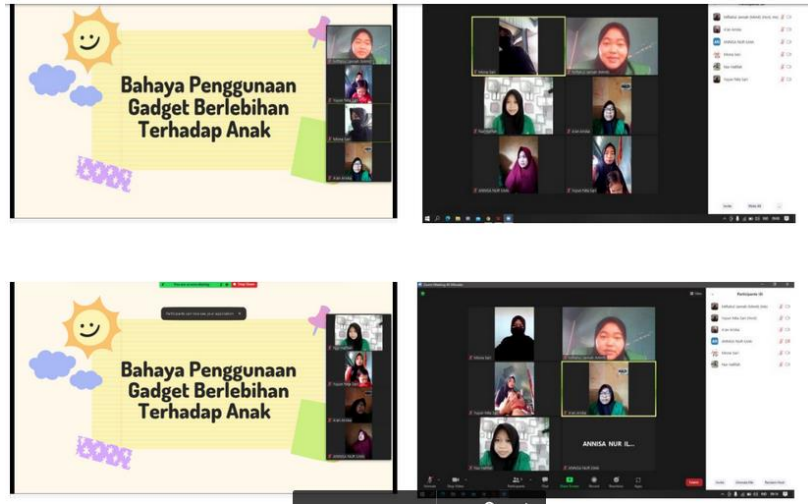


Figure 4. PkM through seminars or sessions with parents through Zoom Meeting

(4) Educate parents and children with hands-on practise by giving them games or activities.



Gambar. 1

Gambar. 2

Gambar. 1 dan 2 adalah kegiatan mengenal bentuk dan meletakkan posisi bentuk sesuai bentuknya.

Figure 5. PkM through direct practise with children and as a form of education for parents.

(5) Creation of a leaflet or poster and its distribution to teachers and parents of students



Figure 6. PkM through the creation and distribution of leaflets and posters to teachers and parents

#### The meeting 4

In the fourth meeting, evaluation and reflection activities (reflection) and post-tests were carried out using Google Forms.

#### 4. Test results are limited

Results of the implementation of the limited test using the index gain score to find the use of the model of experiential learning based on dedication to society can effectively learn Based on the calculation of the index gain score,

$$\langle g \rangle = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}} = \frac{77,58 - 65,27}{80 - 65,27} = \frac{12,31}{14,73} = 0,84 \quad (4)$$

The index gain score is 0.84, which means that the gain score index is in the high category ( $\langle g \rangle > 0.7$ ). This means that the use of a model of experiential learning based on dedication to society can make learning more effective.



## 5. The results of the student response questionnaire

Based on the results of the student response questionnaire (assessment of the community service-based experiential learning model) shows that this learning model is very feasible.

| No.                  | Aspects assessed    | Percentage (%)                           | Criteria          |
|----------------------|---------------------|--|-------------------|
| 1                    | Technic             | 84                                       | Very valid        |
| 2                    | Design              | 81                                       | Very valid        |
| 3                    | Material/content    | 83                                       | Very valid        |
| 4                    | Learning Motivation | 81                                       | Very valid        |
| <b>Average</b>       |                     | <b>81%</b>                               | <b>Very valid</b> |
| <b>Test Decision</b> |                     | <b>Very valid, revision not required</b> |                   |

The validation results by the validators, the results of the limited class test, and the elevation response of the students showed that the model of experiential learning based on dedication to the community created has been so qualified that it can be continued to the test of effectiveness in the large classroom. However, due to the differences in courses in each semester at each institution, the extensive test of effectiveness could not be carried out.

## Discussion

The research and development carried out in the PIAUD Study Programme, in particular on early childhood social-emotional development courses, produced the product of an experiential learning model based on dedication to society. This product is packaged in the form of a learning model with a product proof of a book of learning models. This model can be used by the lecturers in their classes to help improve the quality of their learning. This development and research use the RnD model of Thiagarajan et al. (the 4D model), with the stages of defining, designing, developing, and disseminate.

### 1. The need for development

#### a. Define stage

Beginning with the early-end analysis, this pivotal stage in research and development entails the investigation of learning-related issues through questionnaires and interviews. The analysis of campus learning conditions is carried out in order to know the initial conditions of the campus environment related to the availability of means and facilities, the implementation of learning, and the efforts already undertaken as a form of effort to improve the quality of teaching lecturers. Then the student analysis (learner analysis) uses data from the results of the need analysis. This list was spread to 73 students randomly in order to know their characteristics. In the next stage, that is, the task and concept analysis (task and conceptual analysis), by performing the determination of the



concepts and tasks that become the needs of students based on the results of the analysis of the needs of the lecturer, From the data obtained, it can be identified that

- (1) Submission of materials still using monotonous discussion methods and conventional methods carried out
- (2) Students need a learning model that includes theory and practise or experience, is beneficial, and can be applied to society;
- (3) Docents need to integrate the curriculum with research and dedication to society.

Then the formulation or Specifying Instructional Objectives is carried out which analyzes the curriculum by taking into account the Graduate Learning Outcomes (CPL) which is the graduation standard that must be achieved by students, then proceed with formulating the Course Learning Outcomes (CPMK) and sub CPMK by looking at "Attachment to the Minister of Education and Culture Number 3 of 2020 Regarding Higher Education National Standards (SN-Dikti)" and "2018 Decree of the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia concerning Graduate Competency Standards (SKL) and Graduate Learning Achievements (CPL) for Undergraduate Study Programs in Islamic Religious Colleges and Islamic Religious Faculties (FAI) in Higher Education". The results of this formulation will serve as a foundation in the development phase of this learning model.

#### b. Desain stage

In the design phase, model selection is carried out. The model is selected according to the needs at the defined stage. By looking at the results of the analysis of the needs that have been obtained, select the model that corresponds to the results, i.e., the model of experiential learning that is integrated with the form of activity of dedication to society. Certainly, this model was chosen to improve learning outcomes through the connection between theory and experience and the usefulness of learning widely. The same applies to the research by Yudi et al.<sup>16</sup> With the model of experiential learning applied to learning, students can combine experience acquisition and experience transformation. The results of both collaborations will play an important role in the knowledge-building process. In addition, experiential learning models influence student problem-solving abilities that involve critical, logical, and systematic thinking.<sup>17</sup> So students are required to be able to always think about and understand the material through their experience, which is not just the process of listening to the delivery of material. Meanwhile, in a review related to Kolb's theory of experiential learning, it was stated that there are five themes in this theory: the participation of learners, both active and passive;

---

<sup>16</sup> Yudi Supiyanto, "Pengembangan Model Pembelajaran Microteaching Berbasis Experiential Learning Development Model of Learning Microteaching Based Experiential Learning To Improve," *Prosiding Seminar Pendidikan Ekonomi Dan Bisnis* 3, no. 1 (2017): 1–8.

<sup>17</sup> Tifani Yuniar Priyandari, I Komang Astina, and Dwiyono Hari Utomo, "Pengaruh Model Pembelajaran Experiential Learning Terhadap Kemampuan Pemecahan Masalah Mahasiswa Geografi," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no. 1 (2020), <https://doi.org/10.17977/jptpp.v5i1.13117>.

knowledge conditioned in a place and time; learners being confronted with new experiences that have risks; learning that requires the investigation of real-world problems specifically; and critical reflection as a mediator of meaningful learning.<sup>18</sup> In the next step is the initial design (initial design) of the process of preparation of the framework and also the development of the product made with the creation of books, which consists of several parts such as the rational development of models, the theory of supporting models, designers and components of the model, and instructions for the implementation of learning.

c. Develop stage

The validation process at this stage to find out the validity of the learning model is carried out by the validators, who are experts in the learning model and practitioners. The advice obtained at the time of validation is used for model repairs before it is applied. Subsequently, a limited test is carried out using a model to find out the effectiveness of the learning model against student learning outcomes through pre-test and post-test, with the results of the index gain score being in the high category ( $(g) > 0.7$ ). This means that the use of experiential learning models based on dedication to society can make learning more effective.

2. Qualifying Learning Model

Based on the validation results by the validators, the results of the limited class test, and the elevation response of the students, the model of experiential learning based on dedication to the community has been created so well that it can be continued to the test of effectiveness in the large class. From the results of student responses, it was determined that this model can make students more active with the series of activities carried out. This is in line with Rahmi Sofah's research, which explains that learning processes that apply experiential learning approaches can improve learning activities for students.

**D. CONCLUSION**

Based on the research that has been done, it can be concluded that (1) the stage of model design is structured based on the results of needs analysis, as well as the preparation of the framework and product development, which are carried out with the creation of books that include the rational development of learning models; and (2) an experiential learning model based on dedication to society in the course of Social Emotional Development of Early Childhood on the PIAUD Study Programme is highly qualified to be used as a model of learning both from the technical side of design, material, purpose, and motivation of learning..

---

<sup>18</sup> Thomas Howard Morris, "Experiential Learning—a Systematic Review and Revision of Kolb's Model," *Interactive Learning Environments*, 2020, <https://doi.org/10.1080/10494820.2019.1570279>.

## Reference

- Ariani, Diana. "Model Blended Learning Dengan Menerapkan Experiential Learning." *Jurnal Inovatif Pembelajaran* 01, no. 02 (2018): 8–15.
- Chiu, Shui Kau, and John Lee. "Innovative Experiential Learning Experience: Pedagogical Adopting Kolb's Learning Cycle at Higher Education in Hong Kong." *Cogent Education* 6, no. 1 (2019). <https://doi.org/10.1080/2331186X.2019.1644720>.
- Hakima, Azizatul. "PERAN MODEL EXPERIENTIAL LEARNING DALAM PENDIDIKAN BERBASIS KETERAMPILAN TATA BUSANA" 09, no. November (2020).
- Hulaikah, Mifta, I. Nyoman Sudana Degeng, Sulton, and F. Danardana Murwani. "The Effect of Experiential Learning and Adversity Quotient on Problem Solving Ability." *International Journal of Instruction* 13, no. 1 (2020). <https://doi.org/10.29333/iji.2020.13156a>.
- Lian, Bukman. "Tanggung Jawab Tridharma Perguruan Tinggi Menjawab Kebutuhan Masyarakat." *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgri Palembang*, 2019, 100–106.
- Makruf, Imam. "Standarisasi Mutu Pembelajaran: Studi Di IAIN Surakarta Dan Kasem Bundit University Thailand." *SHAHIH: Journal of Islamicate Multidisciplinary* 1, no. 1 (June 28, 2016): 99–113. <https://doi.org/10.22515/shahih.v1i1.51>.
- Masykur, Ruhban, Undang Rosidin, and Agung M Iqbal. "Implementasi Kurikulum KKNI Pada Program Studi Matematika Universitas Islam Negeri Raden Intan Lampung." *NUMERICAL: Jurnal Matematika Dan Pendidikan Matematika*, 2018. <https://doi.org/10.25217/numerical.v2i1.205>.
- Morris, Thomas Howard. "Experiential Learning—a Systematic Review and Revision of Kolb's Model." *Interactive Learning Environments*, 2020. <https://doi.org/10.1080/10494820.2019.1570279>.
- Mutmainah, Rukayah, and Mintasih Indriayu. "Effectiveness of Experiential Learning-Based Teaching Material in Mathematics." *International Journal of Evaluation and Research in Education* 8, no. 1 (2019): 57–63. <https://doi.org/10.11591/ijere.v8i1.15903>.
- Pamungkas, Alim Harun. *BUKU AJAR PELATIHAN EXPERIENTIAL LEARNING : Bagi Orang Tua Dan Pengajar Anak Usia Dini*. Padang: Universitas Negeri Padang, 2019.
- Pendidikan, Menteri, D A N Kebudayaan, and Republik Indonesia. "Menteri Pendidikan Dan Kebudayaan Republik Indonesia," 2020.
- Priyandari, Tifani Yuniar, I Komang Astina, and Dwiyono Hari Utomo. "Pengaruh Model Pembelajaran Experiential Learning Terhadap Kemampuan Pemecahan Masalah Mahasiswa Geografi." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no. 1 (2020). <https://doi.org/10.17977/jptpp.v5i1.13117>.
- Satriani, Satriani. "Inovasi Pendidikan: Metode Pembelajaran Monoton Ke Pembelajaran Variatif (Metode Ceramah Plus)." *Jurnal Ilmiah Iqra'* 10, no. 1 (2018). <https://doi.org/10.30984/jii.v10i1.590>.
- Sofah, Rahmi. "Experience Learning Pada Mata Kuliah Bk Sekolah Menengah Program

- Studi.” *Jurnal Konseling Komprehensif*, no. 44 (2019): 27–31.
- Supiyanto, Yudi. “Pengembangan Model Pembelajaran Microteaching Berbasis Experiential Learning Development Model of Learning Microteaching Based Experiential Learning To Improve.” *Prosiding Seminar Pendidikan Ekonomi Dan Bisnis* 3, no. 1 (2017): 1–8.
- Thiagarajan, Et.al. *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Bloomington: Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped, 1976. <https://files.eric.ed.gov/fulltext/ED090725.pdf>.
- Truong, Vien, Hung Phu Bui, Liem Thi, and Tu Truong. “Integrating Community Service Learning into University Curriculum : Perspectives from EFL Teachers and Students Integrating Community Service Learning into University Curriculum : Perspectives from EFL Teachers and Students,” no. June 2021 (2020). <https://doi.org/10.29252/LRR.11.5.201>.