

Research article

Development of Experiential Learning through Vocational Education at Al-Amien Islamic Boarding School, Prenduan Sumenep

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Abstract.

This article examines the role of Islamic boarding schools in improving the quality of education by opening and operating vocational high schools. The research objective was to know and explain the development model of the vocational high school at Al Amien Islamic boarding school, Prenduan Sumenep, Indonesia. A qualitative with phenomenology research design was used. Data were gathered through observation, in-depth interview, and documentation and then analyzed using data reduction and data display, and by concluding. The research subjects were students, teachers, leaders, and developers of the cooperation of Al Amien Islamic boarding school. The findings revealed that (i) *Rihlan Iqtishadiyah* [economy comparison study] was essential to analyze and study deeply the theory and practice followed by various educational systems to know and find similarities; (ii) *Reward baketram*, which translates to an appreciation and reward on effort, achievement, and creativity, should be incorporated as a part of the vocational skill-building program; and (iii) industry work practice program allowed students to sharpen their talents and skills through the integration of concept, idea, and experience immediately.

Keywords: vocational education, experiential learning, industry work practice

1. Introduction

Education as *transfer of knowledge*, *transfer of value*, and *transfer of skills* are parts of future investment of young generation, community as wells as state to promote and advance intellectual life of nation and state. To achieve these goals, education is always directed to answer some of things related with the problem of community welfare, phenomenon of nationality and religiosity. When it is associated with an educational institution today, it is expected of educational institutions are able to answer the problems lately we are often faced on job after graduating from educational institutions, welfare and economic independence of community.

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The phenomenon of unemployment and community life welfare, has always been an interesting study among government, economic observers and practitioners of education.[1] The phenomenon of unemployment, welfare and education, Dadang Suhardan in his book that is popular with term *Unemployment Educated Population*. [2] This phenomenon often occurs in developing countries because of the absence of wisdom to synchronize or synergy planning, absence of synergy between planner of economy and education. So, education and economy run each without complementary and beneficial. Educational institutions should prepare programs produce labor as requirements of the world of work, while economic institutions utilize professional human resources so that the rate of growth of economy is dynamic and purposeful.

Education which was managed by Islamic boarding schools, such as vocational high school of Al-Amien Prenduan when it is associated with field work, demands availability of human resources which are superior and able to compete in regional, national or international scale. Human resources as product of Islamic education are expected to master a broad of sciences, because all competitors have same opportunity, so for those who can not use and take advantage of existing opportunities, we can be sure that they will be left behind. Thus, vocational high school of Al-Amien Prenduan is expected to make efforts in order to strengthening and improving the quality of continuous education that is both reflective and reformative.[3] Education meant, later known as entrepreneurship that is soul of courage and willingness to face problems of life, the creative soul to find a solution and resolve the problem, the soul is self-sufficient and not rely on others.[4]

Therefore, demands and needs of community then, of course, management and development of educational institutions has become a priority program to realize human quality, superior and competitive, which in turn is able to accelerate the growth and progress of a country. One of the figures of education Philip Kottler was quoted as saying by Viethzal Rivai Zainal, in his research stated that formal education has a very strategic role in the economic development of a country.[5] Today education is seen as a future investment, it becomes a necessity for institution of education, especially higher education as an institution that is able to produce graduates who are superior, good quality and able to compete with globalization and the world of work. The integration of values of entrepreneurship in education can facilitate process of development and progress which will bring on achievement of maximum results and perfect, namely the creation of a superior human resources and competitive.[6]

The reality, Al-Amien Prenduan was successful with various range of institutions of *entrepreneur* and economy, it becomes strong belief for researcher that the development of entrepreneurship at Islamic education institutions have contribution to institution, as well as provide motivation to students and alumnus to open business opportunities. This was strengthened by dissertation of Muhammad el-Zubaidi which stated that to build confidence among students as well as to the process of developing creativity and skills, then the most important thing is planting attitude and spirit of entrepreneurship and give a significant contribution that lead to the success of business in Texas.[7]

People are too opposed to the term of business, they have notion that business should be separated from the world of education. Even the most extreme is, let alone have a business and business in educational institutions, thought and study materials of study into restricted areas and tend to be sacred from the world of his thoughts. With a diverse proposition that managers of educational institutions considered to be preoccupied with business, forget the function and purpose of early educational institutions. As a result, institutions continue to rely on assistance and an annual subsidy of government, form a mental of beggar and far from a spirit of independence and financial sustainability. Therefore, by applying the basic concepts of economic integration and education, then the use in the sector of funding and independence of institutions which is not always dependent on aids of government (*school operational aids*). The implications of this mindset will change perspective and paradigm of manager of educational institutions to seek profit from educational process. What is meant by advantages, is not on aspect of cognitive, affective and psychomotor alone, but rather benefits in the form of physical, infrastructure, facilities and infrastructure from the results of entrepreneurship in educational institutions.

2. Research Methodology

This research is categorized as qualitative research, a research that aims to explore or explain meaning behind the reality. The researcher subscribes to the events that took place in the field (Vocational high school of Al-Amien Prenduan Sumenep). This research aims at getting an overview holistically about vocational high school of Al-Amien Prenduan Sumenep. It requires descriptive data in the form of speech, writings, and behavior of the people observed.[8] This study elaborated findings of research in the field that will eventually analyze comprehensively about vocational high school of Al-Amien Prenduan Sumenep.

The design of this research uses a social phenomenological approach. Schutz explains that, social phenomenology explains actions and thoughts of man by drawing basic structures, a reality that seems real in every people who clings to scientific attitude.[9] The type of phenomenology research is used because of the complexity of events, experiences, messages or focus of problem researched.[10] The foundation of phenomenology is also added by Creswell that considered object of science is not limited to things that are empirical alone, more than it includes another phenomena as perception, thought, volition, and the richness of the subject about something outside of the object, something transcendent in the *aposteric* side.[11]

The epistemology of phenomenology demands unity the subject of researcher with subject of supporting object of research. The involvement of subjects of researchers in the field, appreciate all activities there in is to be one of main characteristics of research of phenomenology.[12] The basic principle of social paradigm are: *first*, individual responds something based on meaning of object. *Second*, meaning is given based on social interaction that is woven with other individuals. *Third*, meaning is understood and modified by individuals through interpretation of related with the things encountered.[13] In order to approach criterion of truth, namely the truth of sensual (based on the ability of the senses), truth is logical (based on the sharpness of the mind), truth of ethical (based on the sensitivity of the intellect), and truth of transcendental.[14]

The location of this research was conducted at vocational high school of Al-Amien Prenduan Sumenep, source of data in this research rests on data sources of human and non-human.[15] The source of human data obtained from a number of informants related, namely head of school, head of institutions, and students. The selection of informants is based on mastery of informants to the research problem. While data source is non-human form of phenomena related to aspects of learning, aspects of development of vocational high school of Al-Amien Prenduan Sumenep.

Data collection techniques were: *first*, in-depth interview and focus group discussion (FGD) toward head of school, teachers and students of vocational high school of Al-Amien Prenduan Sumenep to discuss about any form of activity. *Second*, through observation, toward form of development of vocational high school of Experiential Learning based, as well as contribution to students and alumnus of Islamic boarding school of Al-Amien Prenduan Sumenep. *Third*, documentation study through media, archival records, billboards and brochures of vocational high school of Al-Amien Prenduan Sumenep.[16]

3. Literature review

3.1. Definition of Experiential Learning

The method of *experiential based learning* is based on theories of Dewey, namely learning principle by doing. This method is different from what is meant by term "*learning from experience*" because the context of "experience" in methods of *experiential based learning* is different. Jennifer Moon stated that experience in the context of "*learning from experience*" is interpreted as all forms of events that happen in everyday life, while experience in the context of "*learning from experience*" is a specific experience in which there is knowledge which is delivered with a particular approach such as observation and reflection. The method of experiential based Learning can be interpreted as a situation where educational process is organized in the form of educational programs of a formal nature.[17]

The method of experiential based learning is a learning method which aims to enable students to build knowledge, skills, values and attitudes through direct experience. Therefore, this learning method will work when students participate and to be critical in conducting activities. After that, they get understanding as well as poured in the form of oral and written in accordance with the purpose of learning. In this case, method of experiential based learning used experience as a students' learning means to help students in developing capacities and abilities in learning process. Experiential based learning is a method that relies on learning process that involves students in a situation of experience, in daily tasks, and experience in the job duties, because experiential learning is very suitable when used in the learning of skills.

Then according to Baht *Experiential Learning* is a learning process, process of change that uses experience as a learning media or learning which is done through reflection and process of making food from direct experience. Experiential Learning focuses on learning process for each individuals.[18] The Model of experiential learning which was developed by David Kolb was based on research done by Lewin, who stated that the best learning process occurs when facilitated by a conflict between direct experience and real citizens of students. Experiential learning emphasizes student's strong desire to succeed in their learning. This motivation is also based on objectives to be achieved and learning methods selected. The desire to succeed can improve students' responsibility towards their studies and they would feel able to control such behavior. Based on some opinions from some experts above, researcher can take conclusion that experiential learning is a process of learning to build knowledge and skills of students through direct experience.

3.2. Procedure of Experiential Learning

Procedures of *Experiential Learning* model consists of four phases, namely: *the first*, is phase of real experience. *The second*, is phase of observation- reflection. *The third*, is phase of conceptualization. *The fourth*, is phase of implementation.

The relationship of the four phases above can be described that: In application of experiential learning model with effective learning can explain close relationship between the three domains in the psychology of learning, namely cognitive, affective, and psychomotor will be able to realize learning effectiveness. *Experiential Learning model* is a step in process of teaching and learning that prioritizes direct involvement of learners with material given by teacher as instructor at the same time as partners to learning process effectively. Experiential learning is one of learning model that can be done to improve students' respectful mind by applying experience based learning.[19]

The above picture explains that *Concrete experience (CE)*, learners involve themselves fully in new experiences by using feeling. *Reflection observation (RO)*, learners observe and reflect or think about their experiences from various aspects by watching (*observing*). *Abstract conceptualization (AC)*, learners create concepts that integrate their observations become a healthy theory by thinking. *Active experimentation (AE)*, learners use theory to solve problems and take decision by doing.[20]

Based on explanation above, some methods which are designed able to reconstruct and foster learners' experience through *Experiential Learning* method, among others:

1. *Lecture*: activity of presenting materials in the form of lectures to provide knowledges, understanding and skills for learners who has given by the facilitators/educators.
2. *Lecture based-case*: in this approach, learners are given a case or a sketch before learning a theory that includes relevant materials.
3. *Internship training*: it is learning activities by involving learners in training in a company or agency business for a certain period.
4. *Problem-based/modified case-based*: in this approach, learners are given some information and asked to specify in the form action and discussion that they might make. Based on conclusions that they make, they are given more information about the case.
5. *Action through experimentation*: learners carry out practical activities based on knowledge they have gained.[21]

4. Result and Discussion

The challenges related with application *Experiential Learning* method sometimes do not know compromise. For students, experience that will be accepted sometimes make students feel tense, but once they begin to trust and dare to try, they will succeed physically and emotionally and knowing that something that seemed impossible to do, can actually be done.

The development of vocational high school *Experiential Learning* based in vocational high school of Al-Amien Prenduan Sumenep, as statement of Afandi as director of Koppontren:

“The model of implanting *entrepreneur* attitude to students in Islamic boarding of Al-Amien, if in the final class, there are some leadership training activities, extracurricular activities by giving opportunities to students which is available with each students’ interests and talents. In addition, there is “*Rihlah Iqtishadiyah*” namely “*an economy comparison study*” one of the examples is visiting Purwosari Pasuruan factory of Java and Pucuk that concerns in the sector of bottled water, which is followed up by *up-greding* the use of factory equipments, as well as management of employees who initially focus only on the day, then after comparison study, can be then classified into day and night as scheduled. Another training which leads to students’ interests and talents about the world of business by bringing about successful local and regional entrepreneurs”.[22]

Rihlah Iqtishadiyah (economy comparison study), the meaning of comparative education as Isac Lean Kandel said in his book entitled *Studies In Comparative Education* that comparative education is the study of theory and practice of education. Where object of the study is theory and practice of education is closely related to system of education applied in the country. The system of education itself is influenced by social dimension, economy, ideology, state philosophy and history of education in a country.[23]

Rihlah Iqtishadiyah is an attempt to analyze and study in depth two things or more, theory and practice of education system to find and discover similarities and differences. At least, with comparative education can grow mutual understanding, mutual respect, and enhance relationship and cooperation between countries in the field of education. The benefits of *Rihlah Iqtishadiyah* are finding and discovering similarities and differences between institution of economy, recognizing strengths and weaknesses condition and trying to improve, analyze and study in depth two things or more, theories and practices, learn from the success of other institutions, so that we can start renewal

own institution. One example of comparative education of economy is visiting Purwosari Pasuruan Java and Pucuk.

The development of vocational high school *Experiential Learning* based in vocational high school of Al-Amien Prenduan Sumenep, as statement of Fadli as Financial Supervisor Agency of Kopontren:

“The students were built *entrepreneurship* attitude early since the beginning of entrance to Islamic boarding schools through extra-curricular activities, namely the development of talents include: sewing, painting, cooking, embroidering, and other creativities from materials of soap and used goods which is considered has selling value. The results of the best students’ works were given awards by institution with the term “*reward baketram*” as form of appreciation and awards for effort, achievement and creativity. In addition, institution also facilitates students who have skills to be included in the competition, events or other exhibitions. Institution also recruits them become functionary or official of *Baketram (Student Talent Division)*”.[24]

Reward Baketram (reward for Student who has achievement, talent and skill) achievement can be understood as result of work in quality and quantity that has been achieved in doing tasks in accordance with responsibility given to him.[25].

It is understood that achievement of work is basically one of important factors in order to improve and develop institution effectively and efficiently. Through this assessment an institution also knows how their work achievement, and the extent of their work, so that it can motivate them for future progress. Achievement in organization or institution is answer from the success or failure of organization that has been determined.

Student was built attitude of *entrepreneurship* from beginning of entering Islamic boarding school through extra-curricular activities that is talent development include: sewing, painting, cooking, embroidering, and other creativities from soap and used goods which has selling values. The best work of student is awarded by institution with the term “*Reward Baketram*” as form of appreciation for effort, achievement and creativity. In addition, institution also facilitates students who have expertise to be included in the competition, fair and other exhibitions. Institution also recruits students to be board at *BAKETRAM (Student Talent Division)*.

The development of *entrepreneurship experiential learning* based in Al-Amien Prenduan, as statement of teachers of motorcycle engineering of vocational school of Al-Amien Prenduan, Iqomol Haq stated that:

“Learning based on direct experience, such as industry work practice (*Prakerin*) in motorcycle engineering program of SMK Al-Amien Prenduan, was implemented in Class XI around February – April. Usually in dealer of Honda, Yamaha and Suzuki in

area of Sumenep Regency. The students are provided books reports and procedure operational standard. The method of learning is directly in the place of dealer, starting from introduction on experience of new duties and obligations in dealer. Next, observe process of reconstruction of motorcycle which is done by official of dealers. The next day students are required to study theory and combined with practice of reconstruction of motor service. The fourth day and the next, student can already perform its function as mechanical and function as participants of apprentice. The contribution for students, there many our students who have a workshop in each house, and selling of motor spare parts”.[26]

Various of *experiential learning* activities which was done by students with some of work partners of *Memorandum of Understanding* of vocational high school of Al-Amin as theory of human capital (*Investment in Human Capital*) that what was done in educational process such as training above, have a positive influence on students' knowledge and skills. The process of knowledge acquisition and skills through direct experience becomes antithesis of cognitivism and behaviorisme, not just as a consumptive activities, but rather a form of investment of improving the quality of human resources. Education as a means of development of human qualities, in turn directly contributing to revenue growth through increasing skills and abilities of production and labor. The model of *experiential learning* gives opportunity to students to decide what experiences to be their focus, what skills they want to develop, and how they make a concept of experience that they are face. So high and low quality of student learning is not only influenced by level of students' intelligence, but also influenced by other factors such as models, methods and learning approach used. Because, basically, learning is a process.

Experiential learning model positions students as actor, subject of learning. In this activity will lead students to learn subjects or something by the way that is effective and efficient to support its success, so that students become a determinant of occurrence of learning process. The learning process occurs because of students gain something that exist in the environment. Environment which was studied by students can be in the form of condition of nature, object, animal, plant, human or thing that can be used as learning materials. Then students will form or build ideas and their own understanding based on his experiences so that students will not be empty space which is continuously filled without giving them opportunity to seek, find and develop their creative ideas. Then the teacher is as a facilitator and motivator of student's learning, and students are required to find the concept independently with how to find and build their knowledge by combining knowledge that has been possessed and new knowledge.

The findings of this research are the development of Al-amien vocational education based on direct experience, *Rihlah Iqtishadiyah* method of study finds similarities and differences between economics, strengths and weaknesses to try, improve and reduce globally two or more things, theories and practices, learn from building success for yourself. One example is rihlah iqtishadiyah or comparative economic education. The Purwosari Pasuruan factory engaged in bottled water which is followed up by upgrading of plant equipment usage, and related management of the employees on the enhancement of cooperative relationship between Bariklana and Jawa and Pucuk.

The second finding of this reserach is Reward Baketram which is a direct experience learning model as a form of appreciation to the students effort, achievement and creativity. In addition, the coach also facilitates students who have the skills to join in competitions, exhibitions. The institution also recruits students to be appointed at BAKE-TRAM (Division of Student Talent). Pesantren and SMK Al-Amien provide students with financial management within the organization. From classroom organizations, rooms, consulates, districts, even to ISMI or ISTAMA (OSIS level). Students learn how they manage their budgets, record incoming and outgoing funds, and report their financial results in forums of class organization accountability reports. , space organizations, consular organizations, district organizations, even to ISMI or ISTAMA (OSIS level).

The third finding of this reserach, be a model of Industry work practice (*Prakerin*). This practice provides opportunities and positions students as actors, learning subjects to determine what experiences are at their disposal, what they want them to develop, and what their concept of experience they face, comparison of cognitive knowledge blend in class with students psychomotor knowledge in social life of society.

Model of *experiential learning* emphasizes to experience so that learners can develop own knowledge, cultivate ability which is owned by the learners. With the experiential learning model students faced problems that exist in everyday real life, students are trained to think creatively and independently in addition this model requires students to find solutions for problems with their development and active role of the learners.

5. Conclusion

The form or development model of *entrepreneurship Experiential learning based* includes: *Rihlah Iqtishodiyah* namely “economy comparison study” as an effort to analyze and study in depth two or more things, theory and practice of Islamic education system to seek and find similarities and differences. In order to mutual understanding,

mutual respect, and enhance working relationships. One example of a comparison study is visiting Purwosari Pasuruan factory of Java and Pucuk that concerns in the sector of bottled drinking water followed *by up-grading* the use factory equipment, as well as employees management as well as working relationship between Bariklana and factory of Java and Pucuk.

Reward for talent and skill, is a program of Islamic boarding school in the form of gifts to students who have achievements, talents and skills. Achievements can be understood as result of work on quality and quantity scale that has been achieved in carrying out the task in accordance with responsibilities assigned to them. Students were built *entrepreneurship* attitude since beginning of entering Islamic boarding schools through extra-curricular activities, namely the development of talents include: sewing, painting, cooking, embroidering, and other creativities from material of soap and used goods if it seems has selling value. The best results of student's work were given awards by institution with the term "*reward baketram*" as an appreciation and awards for effort, achievement and creativity. In addition, institution also facilitates students who have skills to be included in competition/event or exhibitions. As well as recruit them become functionaries of of *Baketram (Student Talent Division)*.

Industry work practice (*Prakerin*), through industry work practice, the school gives opportunity to students to sharpen their talents and skills through a blend of concepts, ideas and experiences directly. This shows that quality of student's learning is not only influenced by level of intelligence and cognitive knowledge, but it is also influenced by other factors through models, methods and approaches to learning that are experienced and practiced by students. Form as well as build idea and understanding of students based on his experience giving chance to them to search for, find and develop their creative ideas.

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