

Dynamics of the Implementation of Experience- Based Religious Learning in Indonesian and Malaysian Senior High Schools

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Dynamics of the Implementation of Experience-Based Religious Learning in Indonesian and Malaysian Senior High Schools

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ABSTRACT

Purpose – This study describes implementing the experiential learning-based spiritual learning model for high school students.

Design/methods/approach – This research adopts a qualitative methodology with a narrative approach, focusing on thirteen Islamic religion teachers from both public and private high schools in Indonesia and Malaysia.

Findings – This study divides the findings into three, namely teacher understanding, forms of application and constraints in experiential learning. Teachers' understanding of experiential learning based on this research is not evenly distributed. meaning that the teacher in theory does not know much but some have practiced it. the application of learning is carried out using online media. while the constraints faced came from internal and external factors.

Research implications/limitations – This research recommends the use of experiential learning to enhance religious education. Teachers need to develop innovative learning strategies, while students should actively participate in the learning process and apply their experiences. The study also suggests that schools should incorporate experiential learning methods in their curriculum to enhance the effectiveness of religious education. These recommendations provide practical insights into developing religious education based on experiential learning.

Originality/value – The study found similarities in the application of experiential learning in religious education between Indonesia and Malaysia, including the use of video media to increase students' interest in the material. However, both countries face similar obstacles, such as the need to increase teacher competence in innovative learning strategies, the presence of noise in new learning, and the need for standard syllabi.

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Introduction

Education in the modern context has an increasingly strategic and essential role in producing graduates with comprehensive knowledge, skills, and personality or attitude.

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One crucial aspect that is further strengthened in student competency is the personality aspect. Personality is essential in forming competencies that will significantly support students' daily lives (Gusman et al., 2021). On the other hand, the increasingly modern era with increased science and technology has impacted aspects of people's personalities (Masduki et al., 2020). The declining character (Lukman et al., 2021), morals (Anam et al., 2019), attitudes and behavior of the current generation (Latipah et al., 2020) in the form of violence, free life and individualism has increasingly become a problem that needs to be solved.

Schools as educational institutions are expected to be the driving force and produce graduates who have the characteristics of a virtuous society (Nurbaiti et al., 2019). Character building is important because what happens in society is a lot about character issues, such as community violence, student violence, corruption and other deviant behavior. Through education, character cultivation and development can be addressed and improved. Character education is a priority aspect that needs to be implemented in schools to develop the character of students (Kistoro et al., 2021) who are intelligent, virtuous, and polite so that they can become part or members of society that are beneficial to their environment.

Learning at the high school level (SMA) differs from the lower level schools. In principle, education at the senior high school level is more complex (Kesuma, Harun, Putranta, et al., 2020). This is based on the material aspect, namely religious education which specifically requires understanding in an abstract form (Kesuma, Harun, Zamroni, et al., 2020). On the other hand, high school students at the new age enter the early adolescent level where they can think abstractly, openly, and adaptively. The way of thinking of high school students at this age already has the ability to think abstractly and understand the conditions of the surrounding environment. The way of thinking of today's adults tends to be synonymous with understanding and skill in dealing with uncertain, unstable conditions, performance and even reaching a better agreement of knowledge than before (Latipah, 2017). This is because early adulthood has more profound abilities in language, concepts, and experiences in learning and thinking (Arlinwibowo et al., 2020). This also makes teaching and discussing cognition and metacognition easier for high school students.

Adulthood also changes along with adjustments to a person experiences mental and physical (Santrock, 2010). According to Santrock, adulthood is synonymous with managing emotions, attitudes and behavior, as well as adjusting values to new conditions. The characteristics of maturity related to the learning process are a period of regulation, a period of emotional tension, a period of commitment, a period of changing values, and a period of adjustment to a new life (Sudinadji & Kumaidi, 2019). This means that students are directed and required to learn to manage themselves and carry out their new roles and tasks in the world of education. The above conditions impact the process of implementing high school student learning. The hallmark of adult learning is

having growth and maturity of an independent self-concept (Tennant, 2006). The experience that is already owned is the most significant source of learning to gain new knowledge (Latipah et al., 2021). In addition, adult learning places more emphasis on problem-solving.

The implications for the implementation of classroom learning need to be done with a learning approach that directs the ability of each student's experience to make learning resources and become the basis for finding solutions to the problems they face (Bernacki et al., 2015).

Many schools in Indonesia face the problem of student learning independence. For this reason, a new form of learning is needed that is suitable and following the pandemic conditions. This research was conducted to describe the teacher's learning model through student experience-based learning. Besides that, this research will also explain the teacher's understanding of the concept of experience-based learning and also the obstacles they face during teaching implementation.

The description above implies that learning in high school is directed at achieving self-directed independence and considering the experiences students have as an effort to solve their life problems. Experience also plays a vital role in constructing knowledge (Sholihah et al., 2016). Student experience will lead to the meaningfulness of the material being studied. Meaningful learning will help students solve their problems (Ord, 2012). Laurillard (Spruce & Bol, 2015) reinforces this by revealing that looking at the high school level is included in religious (Islamic) learning, requires students to study in an orderly manner, be able to manage time, not depend much on others, and do all learning activities in a more focused and organized so that it is easier for students to get the desired results.

On the other hand, religious (Islamic) courses are part of social sciences. Social sciences are specifically directed at increasing a person's competence to become a democratic, tolerant and responsible civil citizen; make rational and informed decisions for the benefit of society. Thus, studying social science is not just memorizing time, names, and places, but at the same time understanding social facts and making this understanding material for acting in society so that students are not part of society's problems (garbage) but can play a role in development in the community. Religious teachings in this context along with other sciences (such as citizenship) discuss ideology and norms of national life. Based on this type of theme, it can be understood that social science does not only require students to memorize social facts but also directs students to understand the mechanisms and rules that apply in social (state) life.

The problem that arises from this condition is the need for proper learning to teach Islamic religious education material which is a lot of abstract things. This complexity encourages teachers, in this case, teachers, to search for a suitable learning method. Considering the characteristics of student learning and religious knowledge above, the

experience-based learning strategy is considered ideal in the learning process for high school students. The student experience is a learning resource for constructing knowledge (Miettinen, 2013). This model consists of a cycle that has four essential meanings, namely: experience, observation, self-reflection, building abstract and general understanding and last is application or implementation (Kolb, 2015). The experiential learning model is student-centered. This means that students are active in learning, not the teacher. This allows students to direct their learning or inquiry, not depend on others, and be responsible for their knowledge. The experiential learning model is activity-oriented, where students more often carry out activities, trials, experiments, role-playing, demonstrations, and so on as a process to understand the material (Stevenson & Peterson, 2015).

A unique characteristic of the experiential learning model is the process of reflection, namely ⁸ personal reflection on experience and formulation of plans to apply learning to other contexts. In the process of thinking, students look back at the activity to critically clarify their understanding and feelings, draw on the usefulness of the knowledge from the analysis, and save the learning for working in new situations (Peterson et al., 2015). This process allows students to change various things, such as better learning planning, using more appropriate learning strategies, or even making arrangements for their learning environment (Brandmayr, 2020).

Religious education is vital in fortifying morals and character amidst the rapid flow of technology and globalization. One of the negative impacts that arise is the shifting of religious values reflected in the attitudes and behavior of today's society. One example is the reduction of morality and character based on the good values of spiritual teachings. This condition is also of course, inseparable from the learning system used. Following the current generation's practical and straightforward requirements, one of the learning models considered suitable is experience-based. The dynamics of experience-based religious learning need to be photographed and used as a model in teaching in schools.

Referring to the problems stated earlier, it is necessary to develop a learning system with a present direction and orientation without abandoning the values of religious teachings. A more dynamic strategy is needed for teachers to create experiential-based religious learning. The research questions that can be raised are, (1) how are the dynamics of implementing experience-based religious education in Indonesia and Malaysia? (2) what are the forms of application of experience-based religious education? (3) what are the driving and inhibiting factors in applying experience-based religious education?

Methods

¹¹ This study uses a type of qualitative research with a phenomenological approach. The research focus is set on the strategy applied by the teacher in teaching religion using experiential learning methods. This study also aims to obtain in-depth information from

informants about the dynamics of implementing religious learning in senior high schools. The more specific objective is to find out about the process of spiritual learning carried out by the teacher, its application form, and the constraints and support faced during its implementation. This research, in general, can be used as a guideline for subsequent research related to experiential-based religious learning.

The primary data sources or participants are religious education teachers at high school level SMA and its equivalent in Indonesia and Malaysia. Determination of the primary informants ⁴ using a purposive technique (Guthrie, 2014), where the criteria for informants have been made following the conditions desired by the researchers, namely all of them is Islamic religious teachers. The planned number of participants is 20 informants with 10 informants from Indonesia and ten informants from Malaysia. Data collection was carried out in April 2021, which started this research and ended in May 2022. Based on field data collection, the informants expected to be obtained were off target and only 13 people were collected. Seven people from Malaysian informants could not be collected for reasons that were not pleasing. Meanwhile, all ten informants from Indonesia could be obtained. The description of the respondent's data based on the results in the field can be explained in table 1.

Tabel 1. Description of the Respondent

Subject	initials	country	Gender	
			Male	female
1	MH	Indonesia		1
2	EF	Indonesia	1	
3	RF	Indonesia		1
4	AM	Indonesia		1
5	MK	Indonesia	1	
6	JH	Indonesia	1	
7	HA	Indonesia	1	
8	st	Indonesia	1	
9	DF	Indonesia		1
10	SW	Indonesia	1	
11	JT	Malaysia		1
12	ca	Malaysia		1
13	NP	Malaysia		1

The use of participant initials was carried out to maintain the confidentiality of informants and security based on the research code of ethics. The selection of participants was also agreed upon by choosing senior high school teachers or equivalent in Indonesia and Malaysia with the criteria that the school that became the teacher base was a school with a good predicate.

³ The first step of research is to make observations to obtain initial information about the learning system that has been carried out. The next stage is the implementation of data collection through ³ in-depth interviews with respondents to get

more information related to the learning strategies used. starting from the initial process/preparation of learning, implementation of education, evaluation of learning that has been implemented.

The procedure for collecting data ³ was carried out after obtaining permission for data collection from the respondent. All interviews were recorded with a tape recorder between 15 and 25 minutes to get good data quality. After interviewing all informants, the data is translated or transcribed ⁵ word for word or using verbatim techniques. The transcripts of the interview data were then coded according to the themes and sentences considered important points to be analyzed (Creswell & Poth, 2018).

After all the steps are done, the final step is to validate the data (Gravestock & Gregor-Greenleaf, 2008). Validation was carried out to cross-check ¹² the results of the analysis with informants. Based on the research results, cross-checking was then returned to the informants to determine the data's suitability with the analysis results (source triangulation). If new findings are relevant to the data, they can be included in the final description (Abdullah et al., 2021).

The next stage is to give meaning to the essential pieces into a series of complete and comprehensive information and become answers according to the questions made before. The procedure for data analysis can be described in Figure 1.

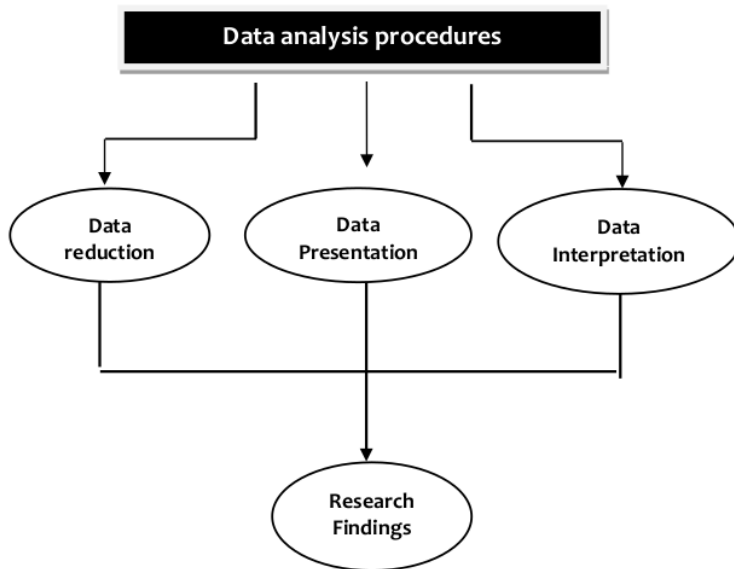


Figure 1. Schematic of qualitative data analysis

Result

The results of the research findings show several essential points related to the teacher's understanding of experience-based learning and the learning model given to students.

1. Teacher's understanding of ¹³ the concept of experiential learning

Based on the data processing results, it is known that most of the teachers who are the research subjects have a good understanding of the concept of experience-based learning. These are the following excerpts from the results of interviews with participants. As revealed by the MH teacher who stated that,

"I have received information about the experience-based learning model from training conducted by subject teacher deliberations (MGMP)."

This explanation was also added by the EF teacher who explained that,

"The learning that we usually do falls into the criteria of experience-based learning because we often give assignments to students independently. But in theory we probably need to improve our understanding of this learning model a lot."

In line with this explanation, JT's teacher from Malaysia also explained that,

"Our learning also combines the experiences faced by teachers while teaching and is conveyed in learning practices as examples. Students then synchronize their experiences to understand the material, especially religious subjects. Besides that, students can recall and reflect on knowledge based on their experiences.

The information obtained from the informants illustrates the teacher's understanding of experiential-based learning. Two essential values are obtained, namely the existence of a good and good enough teacher understanding. Teachers who competently have excellent knowledge can elaborate on learning in the form of recall, reflection and applying their learning models. This understanding is obtained through experience and regular training. While the deal is quite good, the ability is still limited to the expertise gained which cannot be explicitly applied to learning. An explanation of the teacher's understanding and knowledge is very important before carrying out learning activities. The critical values of the findings can be explained in table 2.

Table 2. The conception of experiential learning

Knowledge of experiential learning	Resources	Essential values in Experiential learning
Well	Training experience	Recall, reflection, and learning models
Pretty good	Experience	Recall, Reflection

2. Model of implementation of experience-based religious learning

In addition to the understanding possessed by the teacher in carrying out learning during the pandemic, the forms of application of knowledge that have been carried out by the teacher also take various forms. This was revealed from the results of interviews conducted with participants. The RF teacher who teaches Islamic religious subjects explained that,

"In carrying out teaching activities during the pandemic we gave more assignments to students; this was done because the pandemic conditions were still rife. We usually ask students to make videos related to the material provided, for example how to communicate with family at home to instill character education values.

In carrying out online learning, many teachers give assignments in the form of video recordings, especially those related to the material being taught, and then provide explanations or comments on the assignment.

The CA teacher who works in Malaysia also emphasized what was happening there as follows,

"We usually do experiential learning by how the teacher designs learning in advance with strategies that can attract students' interest. Students are collected and given stimulants by watching videos that have the same theme as the subject matter. Students will respond in the form of questions or some will often add to their previous experiences.

The form of learning obtained from respondent information, both in Indonesia and Malaysia, has something in common: the use of video media in education. This might be based on yesterday's conditions which experienced the Covid-19 pandemic, so the teacher gave material in video form. The experiential learning-based learning model that has been applied by the teacher can be explained in Figure 2.

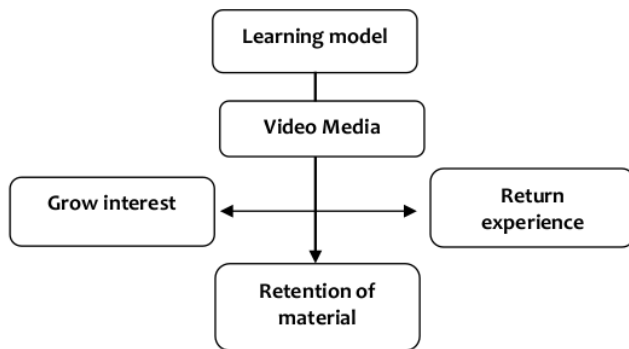


Figure 2. Model of the application of experiential learning

3. Obstacles faced by teachers in learning

Several obstacles are of course faced by many teachers in implementing this experience-based learning model. This is corroborated by several teacher explanations in interviews.

The MK teacher explained that,

"For some teachers, this experience-based learning system has received information and training, but it is still constrained by students' understanding. Students need help understanding and being able to carry out the assignments given.

The obstacle faced by teachers in carrying out learning during a pandemic is a lack of concentration and focus on their lessons. This also hinders the implementation of the learning model provided. The assignments given aim to instill students' experiences and habits in doing assignments independently so that students can more quickly understand and be skilled. Besides that, student involvement also decreases due to differences in student ability levels and interesting teacher strategies and the suitability of the syllabus with the subject matter delivered.

Table 3. Barriers to experiential learning

Obstacle form	impact	suggestion
The unequal ability of students	Stunted learning	Make strategies that match the conditions and abilities of students
Student concentration and focus	There is noise in learning	Provided an understanding of the impact of distraction on learning
Minimal student involvement	Learning is not interactive	Provide feedback
Interesting strategy	Education seems boring and uninteresting	Training on learning development strategies
Teacher competence	Lack of understanding of students	Teacher training and assistance
The syllabus that is not entirely appropriate	Less focused learning	Make standard syllabus guidelines

Discussion

Learning so far is still mostly done conventionally (Zainuddin & Keumala, 2018). Many learning methods are carried out textually (Seel et al., 2017). Meanwhile, with the condition of the world's development increasing, some changes need to be adjusted in learning. Contextually the teacher also needs to provide a learning model that directs students to inquiry abilities based on experience that has been obtained before (Radino et al., 2021). On the other hand, there are still many teachers who need more competence in making lesson plans that are interesting and suitable for the current conditions of students (Brundrett & Silcock, 2002). This limited competence can also affect the learning process carried out. Learning becomes uninteresting and causes boredom. The effect

obtained is that students need to be more enthusiastic about receiving lessons and absorb the learning material provided.

But not a few teachers have good competence and are able to design and carry out learning to be more fun. Some of the teachers who were used as respondents from Indonesia and Malaysia used learning strategies that were considered suitable and readily accepted by students by integrating the experiences of teachers and students in learning. Currently learning involves more students as subjects. The teacher is an intermediary who will provide stimulants and directions that form the basis of knowledge. Students will carry out the process of discovery with previous experience and become a source of learning. Integrating this experience into education will encourage student interest and curiosity. Besides that, students will also be encouraged to reflect on the experiences they have gained. The existence of learning innovations that are carried out can foster student motivation in learning because the delivery is exciting and easy (Zakaria, 2000).

If this learning is successful, it must be connected to the teacher's ability to design and implement learning strategies. Students will be interested and explore more information explained in the learning material. This interest and curiosity will be the principal capital in implementing innovative learning (Yoo & Kweon, 2019). The habit of this innovative learning model will foster student creativity. Students will independently search for the material to be provided. Memorable experiences will become a meaningful and easy-to-digest learning resource so that internalization of the material can direct students to implement it in their daily lives.

Experiential learning that emphasizes students' independent learning will strengthen their ability to observe, self-reflect, build conceptual and general understanding and apply it after internalizing the material obtained (Suatma, 2015). This is evidenced by students' enthusiasm in learning and being active in following the lesson. Students are more aware of their potential and abilities. Although experiential learning can encourage students to be more active and independent in education, the obstacles they face also need to be considered. Teachers must be enthusiastic and also able to provide stimulants that inspire students to be interested and active in participating in learning. Learning new methods and strategies usually requires adaptation and longer time adjustments for better implementation.

Conclusion

The results of the study show that the teacher's strategy of implementing experiential-based religious learning influences students. Planning, implementation and evaluation of learning in applying experiential learning models use video media a lot. Obstacles faced by teachers in implementing experience-based religious learning can be divided into two factors, namely internal factors related to student's cognitive abilities and also external factors, namely lack of concentration and focus of students, lack of teacher competence, incomplete syllabus and also student involvement. The results of

this study can be a reference and guideline for teachers and students. Teachers can reflect on deficiencies in planning and implementing learning, while students can reflect on their abilities and try to increase focus and concentration to follow wisdom. In addition, it also needs the role and involvement of schools and families to create a comfortable and enjoyable learning environment.

Declarations

Author contribution statement

HACK; SR; NMB: Research design, data collection, methodology, writing, review, and editing.

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Data availability statement

Research data can be provided through correspondence.

Declaration of interests statement

This research there is no conflict of interest either from the process to the research results.

Additional information

This study no additional information was provided.

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