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Factors Influencing the Success of Experiential Learning Model in Solonese Bridal Makeup Course

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ABSTRACT

The learning process can run well if it supported by the components that exist in learning. Components in learning cannot stand alone, they are interrelated with one another because learning is a system. The components of the learning process include students, objectives, media, learning strategies, etc. In experiential learning, there are several indicators that need to be examined, especially in learning Solo bridal make-up in the Beauty Study Program, namely direct experience, environmental support, learning media and learning activities on the successful implementation of experiential learning on Solo bridal make-up material. This study aims to: disclose the influence of learning media, direct experience, environmental support, and learning activities on the developed learning model. The type of study conducted is ex post facto. Product validation was carried out by vocational education experts, learning media experts, and bridal make-up artist. In order to obtain expert consensus on the developed instrument validity, FGD session was carried out. The next stage was to conduct an experiment involving 32 students from the Cosmetology Study Program. Data analysis was conducted to see the influence of learning media, direct experience, environmental support, and learning activities on the learning model using SEM-AMOS. The results of the study using SEM indicated that learning media, direct experience, environmental support, and learning activities can influence the success of experiential learning of Solonese bridal makeup.

Introduction

In the era of globalization, efforts in improving the competitiveness of human resources is are fundamental factor to be considered so that the workforce productivity increases. One of the efforts to improve human resources through education is vocational education. The purpose of vocational education is to prepare and equip students with special skills to be able to work in certain fields (Areisy & Sudira, 2022). Cosmetology Education Study Program is one of the university level vocational educations. One of the competencies that must be mastered by students is Solonese bridal makeup.

Solonese bridal makeup is one of the competencies offered in the cosmetology study program. Based on the observation results, the implementation of Solo bridal makeup learning is currently going well, however it needs to be updated so that the learning process is more active, creative, innovative, effective, and fun as a result competencies are easily achieved. Besides, the implemented learning model thus far has not gone through philosophical, theoretical and practical examination. One way that can be taken to create fun learning is through the use of learning models and media that are tailored to the needs of students and the material to be taught. In bridal makeup learning, one of the learning models applied is experiential learning.

Experiential Learning is one of the learning models that can be implemented at university level (Itin, 1999). In the context of vocational education, the implementation of Work-Integrated Learning (WIL) models such as experiential learning plays a vital role in addressing key challenges such as skills mismatch, limited workplace exposure, and the need for stronger links with industry practices. Particularly in cosmetology education, WIL ensures that students are better prepared to meet the practical demands of the bridal makeup profession. Experiential learning can be conducted anywhere and can be combined with other learning models. This learning model can be done inside/outside the classroom; through project-based learning, informal education, active learning, service learning, and cooperative learning so that by incorporating experiential learning into the learning process can improve student learning (Austin, M. J. & Rust, D. Z., 2015). The experiential learning model considers learning as a process not focusing on results; all learning processes are experiences; learning requires problem solving; learning is holistic and integrative; there is interaction between students and the environment; learning is the process of acquiring knowledge; knowledge can be obtained from personal and environmental experiences (Kolb & Kolb, n.d.) (Merriam, S. B., Caffarella, R. S & Baumgartner, L. M., 2007).

Based on the results of studies conducted by several experts, there are several indicators of

experiential learning success, namely experience, student involvement, student self-evaluation, organization, and feedback (Schreck et al., 2019b) (Zerihun et al., 2012). Based on the results of studies that have been done by previous researchers, there is no study that links the experiential learning model with learning media. The application of learning media in the learning process cannot stand alone. Learning is a system that has several interretlated elements. Learning objectives will be achieved if all elements are fulfilled, namely students, objectives, media, learning strategies, evaluation, and feedback (Agustina et al., 2018).

In learning activities, the media is a liaison between the source and the recipient of the message that can influence the thoughts, feelings, concerns, and interests of students so that the learning process runs effectively (Hamid et al., 2020). The suitability in choosing learning methods and media greatly influences learning outcomes. In determining the media, there are several factors that must be considered: (1) difficulties and characteristics of learning process; (2) ability to attract students' attention and can show the coherence of the object being studied; (3) suitability of the learning materials being taught with the students' experience (Santyasa, 2007).

An educator must always innovate to utilize technology in learning activities (Gan et al., 2015). Currently, the use of technology-based media is very popular among young people. The results from several studies stated that digital technology-based learning media can improve the ability to analyze, synthesize, evaluate, think critically, and solve problems (Dindar, 2018; Liao et al., 2019; Yang, 2015) (Mayer, 2020; Nobre et al., 2019). In this study, the learning media applied was Augmented Reality (AR) based learning media.

Experiential learning is a learning based on experience. Direct experience can be gained through training, work, and internships (Schreck et al., 2019a). Activities that can be undertaken by students in order to acquire direct experience include problem solving, analyzing, discussing, and self-reflecting, which are part of learning activities. In the learning process, the direct experience that students have is a learning medium for the students. Direct experience helps students in understanding abstract material to be more concrete and can minimize misperceptions, for example in Solonese bridal makeup material. Students practice Solonese bridal makeup on the model's face the same way they do makeup on a real bride. In this way, the students indirectly have practiced on the real face of the bride.

Experience-based learning involves all elements of resources from human, nature, school and community. Support from lecturers/teachers, parents, and peers play a role in the implementation of experiential learning. This can contribute to students in completing projects/assignments given

to them (Rosier et al., 2017). The application of experiential learning does not only take place in classroom environment, but also in everyday life (Dang et al., 2018). The environment is a place for learning. Therefore experiential learning really requires family support, social activities, and support from lecturers. Lecturers are in control of learning activities. The competencies of lecturers, especially the ability of lecturers in managing the class, will determine the level of success of experiential learning. There are several components that must be considered by lecturers in improving student's experiences in learning activities, namely: a) planning. The lecturer explores students' experiences based on learning objectives and determine learning activities to be carried out; b) preparation. The lecturer prepares all necessary equipments before the learning activities begin; c) facilities. The lecturer guides students in invention process, knowledge construction, and problems solving; and d) evaluation. Evaluation activities are conducted to find out the benefits of experiential learning for students and further improvements (Husin, 2013). It can be said that in the implementation of experiential learning model of Solonese bridal makeup, the lecturer needs to master teaching skills, serves as facilitator, and conducts evaluations, especially monitoring students' participation in learning.

Referring to the experiential learning theory, learning activities can be conducted effectively if the students have four competencies, as follows:

Table 1. Student's Competencies in Experiential Learning

Competencies	**Activities**	**Actions**
Concrete Experience	Students are directly involved in the experience	experience
Reflection Observation	Students make observations and reflect/think about experiences gained from various aspects	observe
Abstract Conceptualization	Students design concepts based on reflections of experiences that occur	reflect
Active Experimentation	Students use these concepts to solve problems and make decisions	implement

Source: (Bhat, 2016)

From Table 1 it can be assumed that this learning involves direct experience that requires conceptual design, thus cognitive, affective, and psychomotor abilities are needed. Cognitive, affective, and psychomotor abilities can help students gain experience from the occurring events,

resulting in changes of student behavior. Experiential learning takes place when changes in judgments, feelings, knowledge, or skills are acquired by a person through one or more events (Chickering, 1976). These changes can generate an abstract concept so that a new perception emerges. Perception puts more emphasis on observation which later shapes behavior. Behavior emphasizes on action, taking advantage of situation with real consequences (White, 1992).

Based on the description above, there are several indicators that must be considered in the implementation of experiential learning that can influence student learning outcomes. Therefore, this study will examine factors influencing the success of experiential learning in Solonese bridal makeup course. This study will examine whether the learning media has an impact on the success of the experiential learning model. Besides, it will also examine whether environmental support, learning activities, and direct experience can influence the success of experiential learning implementation.

Method

The type of this study is ex post facto. This study was conducted at UNY, UNNES, AKS Ibu Kartini Semarang, and UNESA, particularly in the cosmetology study program. The total population of this study was 199 students. Furthermore, the determination of number of samples in this study referred to sample size of Isaac and Michael (Isaac & Michael, 1981) with an error rate of 1%. As a result, the number of samples obtained was 160 students. Sampling in this study applied a proportional random sampling technique; hence the determination of number of samples for each group was carried out based on the population calculation of each group. This study was involving four independent variables and one dependent variable. The independent variables consisted of environmental support, direct experience, learning activities, and AR learning media, while the dependent variable was experiential learning. Data collection techniques were using questionnaires and assessment sheets. The five instruments had passed the content and construct validity tests. The content validity test in this study was conducted by 5 experts in the field of vocational education. After doing content validity, the next step was construct validity. The construct validity in this study was tested using the product moment correlation technique. The instruments were tested on 20 students. The test results can be seen in Table 2.

Table 2. Validity Test Table

Indicators	Invalid	Valid
Direct Experience	2	3
Environmental Supoort	4	8
Learning Activities	2	3
Learning Media	3	11

The reliability test was analyzed using Cronbach's alpha and it was concluded that each instrument has a coefficient value above 0.70, meaning that the research instruments are reliable. Hypothesis testing to see the magnitude of the influence of each variable in this study was calculated using SEM (Structural Equation Modeling) with the AMOS program.

Result and Discussion

The data resulted from the study to examine the magnitude of the influence of each variable is presented as follows:

Examination of Data Normality and Outlier

The SEM model in this study employed the Maximum Likelihod Estimation (MLE) and assumed that the data was normally distributed in univariate and multivariate ways. The results of the normality test in this study showed that the data were normally distributed. This was indicated by the absence of CR values above +2.58 and below -2.58 in skewness and kurtosis. The results of the normality test are shown in Table 3.

Table 3. Data Normality Test Results

Variable	min	max	skew	c.r.	kurtosis	c.r.
AE	40.000	95.000	-.632	-2.205	-.041	-.071
M11	1.000	5.000	-.462	-1.612	-.692	-1.208
Multivariate					3.100	.312

Based on the outlier test in this study, the highest value of the mahalanobis distance was 45.550. Based on these criteria, it can be seen that the highest value of the mahalonobis distance value is 45.550, which is smaller than the chi-square table, so it can be identified that the research data is

proven to be free from the problem of outliers.

Model Fit Test

Based on the results of the SEM analysis, the output of the full SEM model analysis can be presented as follows:

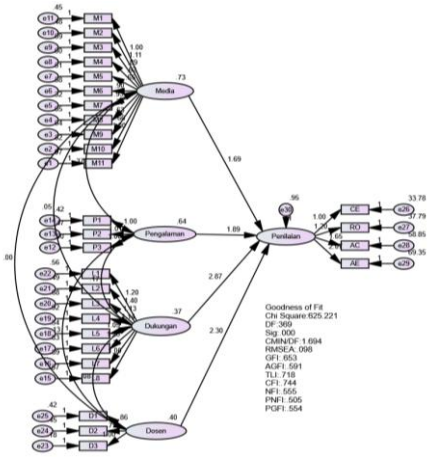

Fig 1: Research Model before Modification

Figure 1 above indicates that the model in the study has not met the goodness of fit criteria, hence it is necessary to modify the model and test it again.

Modification of Model Fit

For SEM models that do not fit, recommendations for model modification will be provided. Recommendations will appear in the AMOS Modification indices output. The modified image is presented in Figure 2.

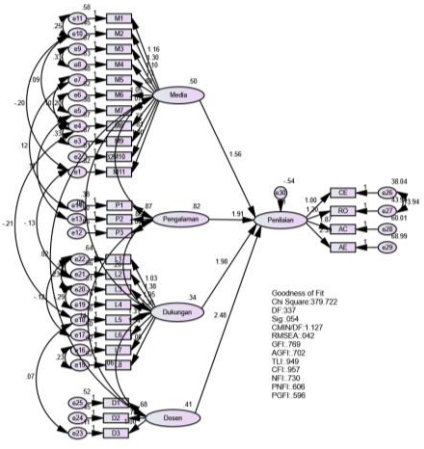

Fig 2: Research Model after Modification

SEM analysis on the modified model has shown good model fit results. The results of the compatibility test showed that the criteria for Cmin/df, GFI, AGFI, RMSEA, TLI, CFI and NFI were in

accordance with the recommended limits. The summary of the results of the goodness of fit test can be seen in the following table:

Table 4. Summary of Goodness of Fit Test Results

Goodness of Fit Criteria	Analysis Results	Cut of Value	Model Evaluation
	Before Modification		
Chi Square	625,221	414,792	Model fit (poor)
Chi Square Probability	≥ 0,05	0,000	Model fit
CMIN/DF	≤ 2,00	1,694	Model fit
GFI	≥ 0,90	0,653	Marginal
AGFI	≥ 0,90	0,591	Model fit
CFI	≥ 0,90	0,744	Marginal
TLI	≥ 0,90	0,718	Marginal
NFI	≥ 0,90	0,555	Model fit
RMSEA	≤ 0,08	0,098	Model fit
	After Modification		
Chi Square	379,722	380,809	Model fit
Chi Square Probability	≥ 0,05	0,054	Model fit
CMIN/DF	≤ 2,00	1,127	Model fit
GFI	≥ 0,90	0,769	Marginal
AGFI	≥ 0,90	0,702	Marginal
CFI	≥ 0,90	0,957	Fit
TLI	≥ 0,90	0,949	Marginal
NFI	≥ 0,90	0,606	Marginal
RMSEA	≤ 0,08	0,042	Fit

Based on the results of the goodness of fit test in table 4, the results of each test can be described as follows:

Hypothesis Testing

Hypothesis testing in this study was applied to see the significance of the exogenous/ independent variables on the endogenous/ bound variables using the reference value of the regression weights (p-value) on regression path. The partial influence in SEM analysis was identified through the significance and t-test value which are commonly used in regression analysis. This

hypothesis was examined by looking at the p-value; if p-value > 0.05 the hypothesis was rejected. On the other hand, if the p-value <0.05 then the hypothesis was accepted.

Table 5. Standardized Regression Weight for Hypothesis Testing

Influence			Estimate	S.E.	C.R.	P
EL	<---	Media	2.564	.677	2.310	.021
EL	<---	Experience	1.909	.651	2.934	.003
EL	<---	Support	1.978	.712	2.780	.005
EL	<---	Learning Activities	2.479	.816	3.037	.002

The results of the SEM test in table 5 indicate that learning media, direct experience, environmental support, and learning activities influence the success of experiential learning of paes pengantin Solo using AR-based learning media.

In teaching and learning activities, learning media is an effective supporting instrument. Learning media can help students understand the course material. Besides that, learning media is an interrelated/integrated part between one component and another and is interconnected and influences one another (Umar, 2014). Learning is a system in which every component involved cannot be separated from one another (Miftah, 2013). Consequently, if there is one component that does not work properly it will affect the running of the system. This opinion can be interpreted that learning model and its media are interconnected system in learning activities. Learning media is highly necessary, especially in the competency-based learning process in relation to process skills. Bridal makeup learning requires learning media that can overcome problems in creating paes and learning model that can improve student understanding in creating paes. For that reason, experiential learning model is an experience-based learning model. These two elements influence one onother in learning Solonese bridal makeup. Through experiential learning students are trained to be independent, comfortafle expressing opinions, and to be responsible. The AR learning media facilitates students to learn independently and overcome problems that they have been facing in learning Solonese bridal makeup. This is in accordance with constructivism learning theory which states that experience is obtained through learning process. Therefore, AR-based paes learning media has an influence on the implementation of Solonese bridal makeup experiential learning, especially in improving Solonese bridal makeup competencies.

The results of the study indicated that direct experience has a significant positive impact on the implementation of experiential learning model of Solonese bridal paes. The results of this study can

be interpreted that direct experience is able to optimize the implementation of experiential learning model for Solonese bridal paes. If students have previous direct experience, PBM activities that apply experiential learning model of Solonese bridal paes can run optimally thus improving student learning outcomes. This opinion is supported by study results stating that learning involving direct students experience is an important factor that can influence student performance, as well as potentially improve their learning interest (Chen & Tsai, 2012). According to Smith (Smith et al., 2009) students who have experience can improve their abilities because they are more confident so that it can affect their performance. Besides, direct experience that students have before the teaching and learning process is the most powerful aspect in building their confidence (Schunk & Usher, 2019). In experiential learning model, students' direct experiences serve as a reflection in the process of self-evaluation and for the preparation of further practice.

The results of the study showed that environmental support has a significant positive influence on the implementation of experiential learning model of Solonese bridal paes. If during the learning process students are supported by friends, lecturers, and family, it will affect the course of experiential learning model. Environmental support is very important in supporting experiential learning because it can increase self-confidence, as it is known that experiential learning surely requires courage and good self-confidence so that students can express their opinions, give suggestions, and convey thoughts, ideas, and direct experiences in Solonese bridal makeup practice. In this case, if students have good self-confidence, their abilities will automatically improve, thus the expected competencies can be easily achieved. The results of study conducted by Isik (IŞIK, 2016) stated that environmental support can significantly influence the ability of individual vocational competencies. In line with Isik, the environmental supports provided by lecturers, parents, and peers encourage positive academic results and prevent negative impacts from a psychological perspective (Garnefski & Diekstra, 1996; Malecki & Demaray, 2006). Based on the results of the study, it can be stated that social support can increase the level of student's self-confidence, thus it can help facilitate the experiential learning process of Solonese bridal paes. The role of social support from peers is able to encourage the cognitive level of students. In experiential learning, they have the same characteristics; this motivates them to give each other encouragement to achieve common goals. Students who feel accepted by their peers are able to improve their self-confidence and academic achievement (Guthrie & Wigfield, 2000), for example in Solo bridal makeup competencies. They have something in common to be able to do Solonese bridal makeup correctly, so that they will give each other psychomotor assessments, even students will tend to compare

experiences with their friends to serve as a model.

This study aims to observe the impact of learning activities on the implementation of experiential learning model of Solonese bridal paes. Learning activities in this study consist of teaching skills, facilitating skills, and the ability to easily understand the material presented. Learning activities are an important aspect in the implementation of experiential learning model. Effective learning activities can help students improve learning outcomes (Sarıkaya Erdem & Yıldırım, 2019). In this study, the implementation of experiential learning model of Solonese bridal paes uses problem-based learning, collaboration, and simulation methods. Those three learning methods are very appropriate to be applied in this learning model. The problem-based learning method uses a problem-solving approach in the learning concept. The use of PBL method in the experiential learning model of Solonese bridal paes will be able to overcome the problems encountered in the implementation of independent practice. The PBL model is in accordance with the concepts of contemporary philosophy (progressivism and reconstructionism). The contemporary philosophy of learning is an experience because of the active involvement of students. According to Joyce, Weil, and Calhoun (Joyce et al., 2016) one of the contemporary learning models is to pay attention to social aspects. PBL is a teaching model that pays attention to social aspects. In PBL learning, students are taught to use strategies in solving problems using science, social knowledge, and other relevant knowledge in making decisions, because with this ability a person is able to fulfill his life necessities (D.Antonio Cantu, 2016; Sadovnik, A. R., Cookson Jr., P.W., & Semel, 2017).

The implementation of experiential learning of Solonese bridal paes is conducted using simulation. According to Joyce, Weil, and Calhoun (Joyce et al., 2016) simulation is part of a group of behavioral models. The simulation aims to assist students in developing skills or mastery of Solonese bridal makeup materials. This activity can give students experience in delaing with the real world while doing the learning process. This is in line with constructivism learning theory. Constructivism learning theory views learning as a process of shaping one's experience. According to Davis (Davis et al., 2013) constructivism learning theory holds that students must build their own knowledge because they have a set of concepts and skills in building knowledge to solve problems during learning. Constructivism theory assumes that experience is obtained through the learning process. Lecturers only act as directors and guides for student activities and encourage them to be able to work independently.

Implementation of evaluation in experiential learning is greatly necessary. This is used to see

how well is the students understanding in capturing the given material by using the experiential learning model. In this study, students were able to follow Solonese bridal makeup learning using the experiential learning model. Industry participation is a critical factor for successful experiential learning implementation. In the context of Solonese bridal makeup, partnerships with professional makeup artists, salons, and bridal event organizers can provide students with authentic learning experiences. However, limited collaboration due to time constraints or lack of formal agreements may hinder optimal outcomes. Building structured collaborations between educational institutions and beauty industry stakeholders is essential.

Conclusion

Factors that can influence the success of Solonese bridal makeup learning are (1) selection of the right learning media. The selection of learning media is adjusted to the character and needs of students; (2) direct experience. The involvement of direct experiences for students in each learning process is able to improve learning outcomes; (3) environmental support (in this case are peers, lecturers, and family) greatly determines the success of the implementation of experiential learning model; (4) learning activities. Although lecturers act as facilitator, their ability in managing the class as well as selecting learning strategies and media can affect the success of experiential learning implementation. To ensure greater impact of experiential learning, it is recommended that (1) institutions foster stronger partnerships with industry professionals; (2) the curriculum integrates more real-world activities; and (3) continuous assessment mechanisms be established to evaluate both student progress and industry satisfaction.

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