



# Benefits of Using Experiential Learning Based Electronic Modules to Facilitate Students Concierge Learning in Vocational High Schools

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## ABSTRAK

Perubahan dan pergeseran paradigma belajar turut berkontribusi terhadap proses belajar seperti misalnya dalam hal pemanfaatan media pembelajaran. Mengikuti perubahan paradigma pembelajaran media dan bahan ajar sudah seharusnya terintegrasi dengan perkembangan teknologi. Modul elektronik atau E-Modul menjadi salah satu media yang dapat diakses setiap saat oleh siswa dengan bantuan perangkat teknologi. Penelitian ini bertujuan untuk mengidentifikasi berbagai manfaat modul elektronik (E-modul) menurut pandangan dari siswa. Penelitian ini termasuk dalam penelitian deskriptif kualitatif, dengan subjek penelitian yakni siswa jurusan Pariwisata kelas XII Sekolah Menengah Kejuruan dengan jumlah siswa sebanyak 140. Teknik pengumpulan data dalam penelitian ini adalah survey dan wawancara, instrument yang digunakan adalah angket serta pedoman wawancara. Hasil penelitian kemudian dianalisis menggunakan analisis interaktif yang melalui empat tahap yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Secara keseluruhan hasil penelitian ini menunjukkan bahwa terdapat manfaat yang besar dari penggunaan modul elektronik berbasis experiential learning, dimana sejumlah 94% siswa telah menggunakan e-modul, hal ini dikarenakan pada elektronik modul dapat ditayangkan video praktik pembelajaran. Melalui hasil penelitian ini diharapkan dapat menjadi acuan bagi guru agar dapat mengembangkan media elektronik yang sejenis.

## ABSTRACT

Changes in the learning paradigm also contribute to the learning process, such as the use of learning media. Learning media and teaching materials should be integrated with technological developments. Electronic modules or E-Modules are one of the media that can be accessed at any time by students with the help of technological devices. This study aims to identify the various benefits of electronic modules (E-modules) according to the views of students. This research is included in descriptive qualitative research, with research subjects namely students majoring in Tourism class XII Vocational High School with a total of 140 students. Data collection techniques were surveys and interviews, the instruments were questionnaires and interview guidelines. The results of the study were then analyzed using interactive analysis which went through four stages, namely data collection, data reduction, data presentation and drawing conclusions. The results of this study indicate that there are benefits from the use of experiential learning-based electronic modules, where 94% of students have used e-modules, students are interested because the electronic modules can show learning practice videos. Through the results of this study, it is hoped that it can be a reference for teachers to be able to develop similar electronic media.

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## 1. INTRODUCTION

The vision of national education is that by 2025, the National Education System aspires to produce: Smart and Competitive Indonesian Personnel. Intelligence includes spiritual intelligence, emotional & social intelligence, intellectual intelligence and kinetic intelligence (Astuti et al., 2019; Nurhayati et al., 2021). Competitive is defined as having a superior personality and passionate about excellence, high fighting spirit, independent, unyielding, network builder and builder, friendly to change, innovative and an agent of change, productive, quality conscious, globally oriented, and lifelong learner (Astuti et al., 2019; Malik, 2018; Yildiz, 2019). This vision implies that the process of producing intelligent and competitive human resources depends on education. The progress of a nation and state cannot be separated from the progress of the education sector. Education is an integral part that cannot be separated from the process of preparing quality, tough and skilled human resources (Ramdani, 2018; Sutrisno & Siswanto, 2016). The essence of education is basically a communication process which includes the transformation of knowledge, values and skills, inside and outside

school that lasts a lifetime (life long process), from generation to generation (Krejins, 2018; Malik, 2018). Based on this, there are two things that need to be considered, namely the management of the implementation of vocational education and the use of technology in the learning process (Kartowagiran et al., 2017; Makarova & Makarova, 2018; Valtonen et al., 2019; Widianingrum et al., 2020). Learning is currently being developed to be student-centered or student-centered which involves student activity and directs students to explore the potential that exists within themselves (Piriyasurawong, 2019; Williams & Lombrozo, 2013). One of the productive materials in class XII Hospitality Vocational School is the Concierge material.

Concierge material is a productive material, one of which is learning about skills in the service sector which focuses on handling guest luggage (Ariani et al., 2019; Nemzer & Neymotin, 2020). This material not only requires appropriate learning models to spur students to master concepts but also requires effective and interactive teaching materials so that concepts and applications of concierge materials can be more easily understood (Motamedi, 2019; Syaputra & Hasanah, 2022). Based on this, concierge learning which focuses more on learning on practical experience in the form of approaches from concrete experiences that can be done by way of playing, role playing, simulations, group discussions which are expected to occur in a combination of listening, seeing and experiencing, so it must be packaged in an interesting learning and can also make students more active in concierge learning (Badzińska, 2019; Lantu et al., 2022; Nofriansyah et al., 2020). To help teachers make students more active and independent, teaching materials can be used in the form of electronic modules based on Experiential Learning that can be accessed by students via smartphone or computer media without having to be connected continuously (Albana & Sujarwo, 2021; Rahayu & Sukardi, 2021). The impact of limited material or learning media resulted in teachers being only able to give assignments without the support of learning media, so students tended to be late in understanding the material. Teachers have not been able to maximize the use of smartphones to support students' abilities in exploring learning materials (Fitria & Suminah, 2020; Lestari et al., 2019; Ngabekti et al., 2019). However, the importance of the skills contained in concierge learning still cannot be optimized. This can be seen through the observation activities carried out for three meetings in the learning process in the classroom. Through observation, information was obtained that during the learning process the teacher only focused on delivering the material orally, then continued with giving assignments according to the material presented. Furthermore, students are asked to submit assignments to the teacher in the form of scientific papers without being given guidance in doing assignments, and there is no variation in assignments that make students consider the assignments from the teacher to be just a formality, without knowing that there is potential to improve skills through assignments and learning on the material concierge. These learning activities make students less enthusiastic and motivated in participating in learning activities, even though skill abilities can be embedded in students if students are enthusiastic and directly involved in various learning activities in class. During the observation activities, the teacher still did not use the latest technology to deliver the subject matter. For example, on the first day of observation, the teacher only uses books that are still limited to all students. On the second and third day, the teacher uses PowerPoint as a learning medium to deliver the material, but the process of delivering the material is still dominated by teachers who tend to be one-way, so that students cannot be maximally involved in various activities in learning, both discussion and question and answer.

Therefore, the identification of a learning innovation, one of which can be circumvented through the use of technology in the learning process, such as the use of smartphones, the use of computers, and the use of the internet, becomes very basic and important points to be implemented (Anderson & Rivera-Vargas, 2020; Koehler et al., 2013; Roemintoyo & Budiarto, 2021). The current learning process must be able to see various opportunities for using digital technology, besides that students also look very familiar with the use of technology, both smartphones and computers (Hakim, 2021; Lavrenova et al., 2020; Sari et al., 2020). The learning system in schools is expected to develop students' abilities that do not only focus on preparing for academic exams, but also students' critical thinking skills (Bai, 2018; Changwong et al., 2018; Rahmati et al., 2018). Holistically, vocational high schools need to help prepare students to be productive in their skills areas, resilient and insightful learners, creative problem solvers, and active members of their communities. Various skills and abilities to utilize technology optimally are considered important to face the digital era that requires humans to think critically in filtering information dissemination (Halili, 2019; Kumar et al., 2019). Educational policymakers have developed curricula to help students develop collaboration skills, critical thinking, analysis, and problem solving (Andarwulan et al., 2021; Nofriansyah et al., 2020). However, the development of this skill strategy depends on the teacher's teaching scenario. Some experts recommend that a curriculum that can integrate technology and authentic experiences can support student participation, motivation, and knowledge of the subject matter to be taught to students (Ivanović et al., 2018; Miranda et al., 2021; Ratheeswari, 2018). Thus, teachers have the opportunity to develop learning media through the use of technology in the digital era such as electronic modules that can be accessed via smartphones and computers so that the learning process provides maximum results (Budiarto et al., 2020; Qodr et al., 2021) From various identification results ranging from education policies, where students are required to be able to master 21st century skills, but it is not

supported by field facts which show that the learning process that has been taking place is normal, such as learning methods that are dominated by Lecture activities and the use of learning media which tend to be conventional do not use technology. As research conducted by various researchers where they succeeded in identifying the positive impact of the presence of ICT-based learning media on improving student academic achievement. (Kursch, 2021; Rahiem, 2020; Som, 2021). Therefore, it can be seen that learning media innovation is still an obstacle for teachers, the tasks and administrative functions attached to the teacher then become one of the factors that contribute to the inhibition of teachers in making learning media innovations. Needs analysis research as an effort to see the potential benefits of electronic products that will be developed is certainly important as is this research, this research is important considering that so far the focus of needs analysis has only been on knowing the use of media, in this study we will identify the benefits of module-based electronic media (e-module) used in learning activities by vocational students, where of course vocational students are closely related to mastery of skills or practice. So it will be able to see the extent of the potential utilization or benefits of e-modules for vocational students. This research is important compared to previous studies, considering that this research will focus on the research subject, namely vocational high school students, who actively need assistance for mastery of practice, not only theoretically as in subjects at other equivalent levels of education. The electronic module can be one of the innovations in using ICT-based media that is able to accommodate the transfer of knowledge that contains both theory and practice. It certainly cannot be denied that later this e-module will also be able to have a good impact on the achievement of students' theoretical and practical competencies. Therefore, this study aims to identify the potential benefits of e-modules as long as they are used as learning media by vocational high school students.

## 2. METHOD

This research is a qualitative descriptive study (Sugiyono, 2018). The subjects of this study were students majoring in tourism class XII of the State Vocational High School 1 Magetan, totaling 108 students that randomly selected. The object of the research is the use of experiential learning-based electronic modules by students of Vocational High School 1 Magetan. Data collection methods used in this study were surveys and interviews. Data analysis was carried out descriptively with percentages (Qodr et al., 2021; Widoyoko, 2018) to identify the benefits of using experiential learning-based electronic modules to facilitate students in learning Concierge Materials. This research focuses on finding and identifying the benefits of using experiential learning-based electronic modules for students in the learning process that can be described more clearly and in depth. This research procedure begins with preliminary observation activities, then at the next meeting all students are given a questionnaire about the potential and benefits of e-module. The analysis was carried out in four stages, namely data collection, data reduction, data presentation, and drawing conclusions. Data collection used two research instruments, namely questionnaires and interview guidelines (Miles et al., 2016). Data reduction in this study was carried out to filter or select data that focused on the data or the core findings obtained in the field. The presentation of data is done to display descriptive data from the results of distributing questionnaires. The conclusion stage is the final stage of research to answer how much benefit the use of experiential learning-based electronic modules to make it easier for students to learn concierge. The instrument used is a questionnaire consisting of 3 indicators spread in 10 questions which adopted from (Sofyan et al., 2019; Wulandari et al., 2021). These indicators are student responses to the description of learning using experiential learning-based electronic modules, the causes of student interest in using Experiential learning-based electronic modules and the effectiveness of using experiential learning-based electronic modules in learning process. The instrument validity technique uses expert judgment (McKim, 2017), where it evaluates and validates the descriptive questionnaire that has been developed, before being distributed to research subjects. The following are the instruments used showed in Table 1.

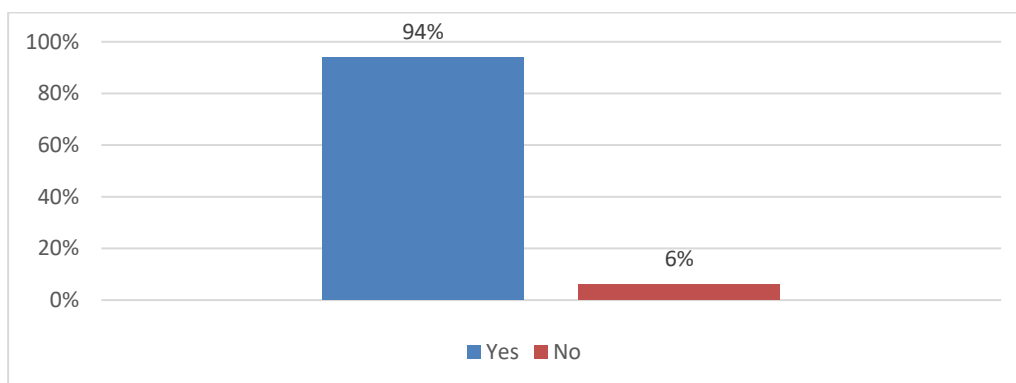
**Table 1.** Student Needs Analysis Instrument

No.	Indicator	Question / Statement
1	Learning process	Learning Difficulties in the Learning Process Student Interest in Material Learning Methods Used
2	Use of Learning Media	Teaching Materials Used Use of E-Modules Frequency of Use of E-Module
3	Interest in E-Modules	Interested in E-Module Development Interested in Learning by Using E-Module

### 3. RESULT AND DISCUSSION

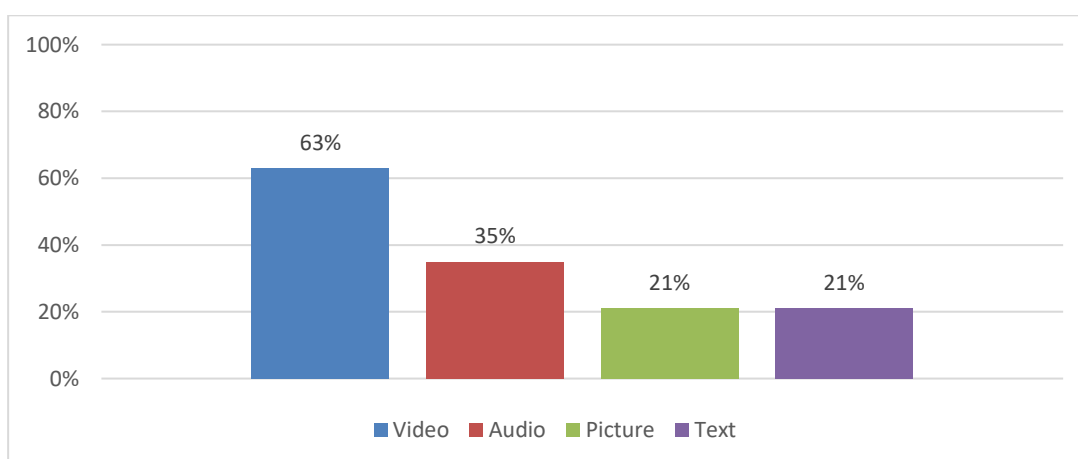
#### Result

This research was conducted by involving 140 respondents of State Vocational High School 1 Magetan. The results show that there are various benefits of using experiential learning-based electronic modules in the learning process, especially to make it easier for students to learn concierge at Vocational High Schools. The benefits that arise cannot be separated from the effectiveness of the experiential learning-based electronic module. In supporting learning, one of the things that students must have is computer and smartphone devices because through computers and smartphones students can apply this experiential learning-based electronic module. The use of experiential learning-based electronic modules affects how much benefit is obtained in the learning process. The Use of Experiential Learning Based Electronic Modules By Students showed in Table 1.



**Figure 1.** The Use of Experiential Learning Based Electronic Modules By Students

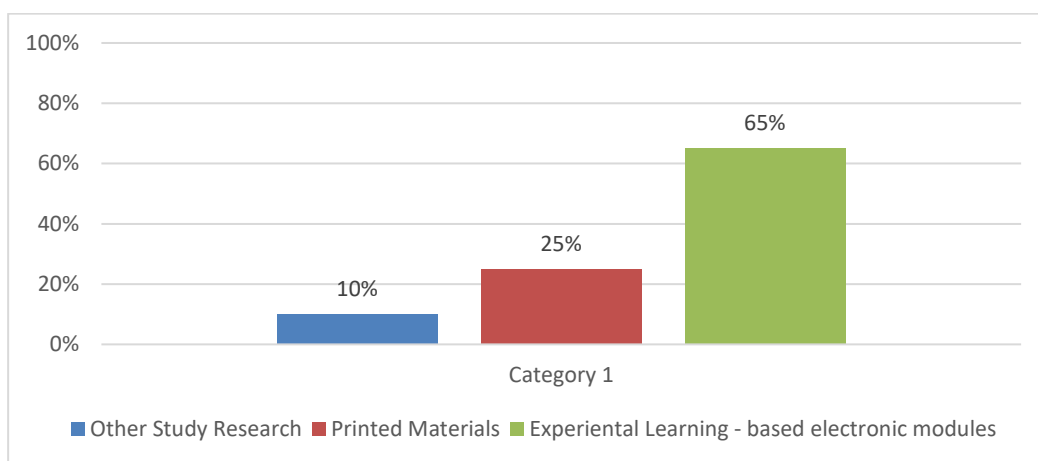
Based on Figure 1 related the use of experiential learning-based electronic modules as a learning resource by Vocational High School students can be presented in Figure 1. Based on Figure 1 it is known that 94.00% of Vocational High School 1 Magetan students use experiential learning-based electronic modules as learning resources that help them in completing various tasks. This experiential learning-based electronic module that uses technological devices is quite flexible because it is easy to carry anywhere and can be studied at any time by students, anytime and anywhere without having to be continuously connected to the internet. Furthermore, researchers have identified the causes of student interest in using experiential learning-based electronic modules when viewed from the content contained in experiential learning-based electronic modules. This is intended to find out how students use experiential learning-based electronic modules in learning activities. The use of experiential learning-based electronic modules by students of the State Vocational High School 1 Magetan in more detail can be seen in Figure 2.



**Figure 2.** Students Interest in the use of Experiential Learning Based Electronic Modules By Students

Figure 2 showed that 63% of State Vocational High School 1 Magetan students use experiential learning-based electronic modules to view and study practice videos. Then 35% of students use experiential learning-based electronic modules to listen to audio. The number of students who used experiential learning-

based electronic modules for pictures reached 21%. Meanwhile, the remaining 21% use experiential learning-based electronic modules to read texts. This condition shows that students are happier and more optimizing learning through learning videos contained in an electronic module. Based on these data related to the content presented in this experiential learning-based electronic module, it is necessary to have better creativity in making electronic modules whose contents can be tailored to the needs of students, one example is the need for electronic modules, vocational high school students are certainly different from For other educational level needs, electronic modules for vocational high school students can be made by loading more practice videos that are presented in accordance with the material to be conveyed. In the next section, the data displayed is the result of a questionnaire regarding the tendency of students to use learning media showed in [Figure 3](#).



**Figure 3. Student Tendency in the Use of Learning Media**

Based on the [figure](#), it is known that the use of learning resources from other teaching materials such as sources of information from the internet by students has the least amount, which is 10%. Then the use of printed modules learning resources reached 25%. While the benefits of using experiential learning-based electronic modules have the highest number, which is 65%. This condition showed that the level of usefulness and effectiveness of experiential learning-based electronic modules for students of Vocational High School 1 Magetan is higher than using teaching materials or other learning resources. This results indicated that e-module had a benefit and can be used for learning activities in schools. Therefore, researchers want to design an electronic module based on experiential learning on concierge materials for Vocational High Schools to support the learning process.

## Discussion

In Rapid technological developments encourage the replacement of print technology with computer technology in learning activities. The module, which was originally a printed learning media, was transformed into an electronic form, giving birth to a new term, namely electronic module or better known as e-module ([Hastuti et al., 2020](#); [Riyanto et al., 2020](#)). In this modern era, technology plays an important role in human life. Likewise with the world of education. The education sector is considered quite important considering its role in developing the capabilities and potential of human resources ([Ratheeswari, 2018](#); [Roemintoyo & Budiarto, 2021](#)). The integration between technology and education will be able to provide various positive impacts and can quickly increase the capacity and quality of human resources ([Nithyanantham et al., 2019](#); [Roemintoyo et al., 2022](#)). Seen a lot of benefits from using experiential learning-based electronic modules in the learning process, especially concierge materials in Vocational High Schools. The developed electronic module must have the necessary characteristics in order to be able to produce a module that is able to increase the motivation of its users ([Okocha, 2020](#); [Susanti et al., 2020](#)). One example is through smartphone technology that can have a positive impact on the learning process, such as making it easier for students to learn, increasing learning motivation, learning outcomes and student skills ([Fahmi et al., 2021](#); [Mahdi, 2018](#); [Suryanda et al., 2019](#)). The results of this study indicate that 94.60% of students have been able to feel the benefits of experiential learning-based electronic modules on the learning process. The level of students' willingness to use experiential learning-based electronic modules for learning activities has quite a positive impact. This is known from the results of the questionnaire which shows that the use of experiential learning-based electronic modules which are more dominant in showing practice videos for the learning process ranks the highest at 32.90%. If it is associated with the level of effectiveness that arises from the use of experiential learning-based electronic modules in the learning process, these results can be utilized by educators to develop more innovative and creative learning

media (Ivanović et al., 2018). This opportunity cannot be separated from the combination of electronic modules as learning resources that can be filled with experiential learning-based learning applications that focus more on learning on practical experience in the form of approaches from concrete experiences that can be done by means of playing, role playing, simulations, group discussions so that there is a combination of hearing, seeing and experiencing. The mention of the term experiential learning is done to emphasize that experience plays an important role in the learning process and distinguishes it from other learning theories such as cognitive learning theory or behaviorism (Khalil & Elkhider, 2016; Shawa, 2020). Electronic modules or e-modules are defined as learning media using computers that display text, images, graphics, audio, animation and video in the learning process (Agusta, 2018; Hastuti et al., 2020; Meliana, 2020).

The results of this study also indicate that students tend to choose to use e-modules, because it contains material other than text, but videos, animations and others that make it easier for students to carry out practical activities. Optimizing the use of ICT will be able to contribute positively to the learning process and outcomes (Alobaid, 2020; Munje & Jita, 2020). Through the results of this study, it can be seen that e-modules have a lot of potential and benefits in providing convenience to students in the learning process (Saraswati et al., 2019; Wulandari et al., 2021). The magnitude of the benefits that e-modules have for learning activities raises opportunities and assumptions for the design and development of e-modules to be used routinely for learning in vocational schools. Electronic modules are learning tools or means which contains materials, methods, limitations and methods of evaluating that are designed in a systematic and attractive manner to achieve the expected competencies according to their level of complexity electronically (Imansari & Sunaryantingsih, 2017; Sutama et al., 2021). If applied to concierge materials, experiential learning-based electronic modules can be used as alternative learning resources that make it easier for students to learn and get rid of learning conditions that tend to be boring. Given that so far teachers only use printed books, slide presentation media, and worksheets as a means of supporting the learning process in the classroom so that it has an impact on decreasing interest in learning and student achievement. Experiential learning-based electronic module teaching materials are expected to make it easier for students to learn concierge at Vocational High Schools because learning materials can be delivered more easily in a way that encourages student activity and creativity in learning. Through the use of technology, it is expected to create a dynamic, fun, and active learning environment (Blanchard et al., 2016; Hendi et al., 2020; Qohar et al., 2021).

Overall, experiential learning-based electronic modules can be teaching materials or innovative learning resources according to ongoing technological developments. This is intended to facilitate students in the learning process as an effort to form superior and competitive human resources. The use of experiential learning-based electronic modules for the learning process has an important role in being able to create a conducive learning atmosphere so that students will feel helped and motivated in participating in learning activities. Other researchers can use this research as a basis for exploring the development and utilization of products in the form of experiential learning-based electronic module learning resources for other subjects. Considering that this research is limited to knowing the benefits of using e-modules for learning activities in vocational high schools.

#### 4. CONCLUSION

The results of the research conducted indicate that the benefits of using electronic modules based on learning experiences are very large in the learning process, especially concierge materials in vocational high schools. Most students who prefer to use electronic modules based on experiential learning can be used by teachers as opportunities in developing teaching materials as a source of learning. The effectiveness of the experiential learning-based electronic module can make it easier for students to learn more actively, creatively, and innovatively in order to improve the quality of learning in the educational environment.

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