

The Effectiveness of the Experiential Learning Method in Classical Guidance to Enhance Students' Understanding of Emotion Regulation Material

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Abstract

This study is a qualitative research using a descriptive method, aiming to determine the effectiveness of applying the Experiential Learning Method in classical guidance to enhance students' understanding of emotional regulation material based on students' perceptions. Effectiveness is determined by the alignment between the results obtained and the learning objectives. The research was conducted in the classroom of SD Islam Salman Al Farisi Bekasi, with 40 participants as the research subjects. Data collection was carried out using a questionnaire form, triangulated with interviews and document analysis of student assignments. The results indicate that, according to students' perceptions, the application of the Experiential Learning Method in learning is effective, as shown by the achievement of learning outcomes. The implementation of the Experiential Learning Method also increases motivation, provides understanding and hands-on experience in emotional regulation, and enhances skills in expressing emotions.



Keywords: Effectiveness, Experiential Learning Method, Student Perception, Emotional Regulation

INTRODUCTION

Emotions play an essential role in human life. Through emotions, individuals can communicate their feelings. Emotions also color every stage of human development. Psychologists even argue that emotional development is the most complex aspect compared to other developmental aspects. Unsurprisingly, many children and adolescents struggle to express or control their emotions.

According to Yusuf (2004:115), emotions influence individual behavior by (1) strengthening enthusiasm when one feels happy or satisfied with achievements and (2) weakening enthusiasm when disappointment arises from failure, which may even lead to frustration. Rachmy Diana (2015) explains that emotions impact brain activity. Negative, unfavorable emotions (such as anger, sadness, disappointment, annoyance) and unstable conditions disrupt brain activity. In contrast, positive emotions like happiness and joy enhance brain activity, improving learning, working, communication, and interactions while increasing motivation.

In a study by Bachtiar, M. A., & Faletahan, A. F. (2021), it was stated that individuals unable to manage their emotional feelings tend to struggle with ongoing issues, becoming "trapped" in their problems without self-motivation to break free. Similarly, Golman (2009:200) asserts that individuals who cannot manage their emotional responses often lack the motivation to address issues within their social environment. Zulkarnain (2019) adds that when someone is troubled, they may experience mental discomfort, leading to negative emotions if not wisely managed. Poor emotional states can prompt negative actions, like aggression, despair, skipping school, or other harmful behaviors.

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Currently, many students experience emotional instability. They may not understand what emotions are or how to control and express them. Emotions are not solely about anger; some students may repress sadness, misdirect anger, or express happiness in ways that harm others. All these emotions need to be understood and managed effectively.

Bhave and Saini (2009) in Nadhiroh, Y. F. (2015) suggest that individuals must learn emotional regulation to adapt well to their surroundings. People who manage emotions well tend to be adaptable, happy, empathetic, cooperative, responsible, and possess qualities essential for success. Rimawanti (2004) adds that individuals who can regulate their emotions are more responsible, focused, attentive, self-controlled, and perform better academically. Managing emotions positively enables individuals to better control themselves.

From these theories, it can be concluded that students should have both an understanding and ability to regulate emotions. Parents and teachers play crucial roles in enhancing this understanding and ability. One approach to improving emotional understanding and management is through the Experiential Learning Model in Classical Guidance. According to Kolb (2015), the Experiential Learning Model is a holistic model of learning where humans grow and develop through experiences, which are central to this learning process, unlike cognitive or behavioral learning theories.

Experiential Learning Method (EL) emphasizes challenges and experiences, followed by reflections on the learning outcomes from those experiences. Learning activities are structured to use experience as a medium (AELI, 2017), distinguishing Experiential Learning from Learning by Experience. Experiential Learning may be effective in classical guidance for improving students' understanding of emotional regulation because it can be implemented even if it is entirely new to participants (Colin M. Beard, John Peter Wilson, 2007). Through the Experiential Learning Method, learning is facilitated in real-life situations, allowing learners to experience tasks firsthand in a real-life context (Wessels, 2005). An effective learning environment offers learners opportunities to develop new skills or enhance existing ones (Sisakhti, 1998). Thus, learning is deemed effective when learning outcomes align with intended goals.

Research on emotional regulation has been conducted, such as studies by (Diana, R. R., 2015; Nadhiroh, Y. F., 2015; Bachtiar, M. A., & Faletahan, A. F., 2021). However, none of these studies focus specifically on the effectiveness of the Experiential Learning Method in classical guidance to improve students' understanding of emotional regulation.

RESEARCH METHOD

This study is qualitative research with a descriptive approach. It aims to describe students' perceptions of their ability to understand the material before and after learning activities are conducted, as well as to identify students' responses regarding the effectiveness of the applied learning method. The subjects of this study were 40 second-grade elementary school students.

The data sources in this research include subjects from whom data can be obtained. Thus, the primary data sources are the 40 students themselves. Secondary data sources consist of documents containing data processing and analysis results completed by the participants. The data collection techniques and instruments used include a questionnaire distributed to the students. This questionnaire is in the form of a five-question form sheet related to students' responses about their learning experience, motivation, and achievement of learning objectives.

The data collected through this instrument relates to students' responses on the effectiveness of the application of the Experiential Learning Method in classical guidance to improve their understanding of Emotion Regulation material. The indicators of effectiveness included in the questionnaire are presented in the following table:

Table 1. Questionnaire Indicators

No.	Indicators	Item
1	The appeal of the Experiential Learning method in learning.	1
2	Increasing participants' motivation to engage in learning.	2
3	Experiences gained from the learning activities conducted.	3
4	Improvement of skills related to emotional regulation in the learning activities.	4
5	Achievement of learning objectives.	5

Compiled based on references: Kolb, D. A. (2015) and *Frontiers in Psychology*.

A semi-structured interview technique was also conducted during the learning process. Documentation techniques included notes and evaluations of students' task results.

The data analyzed include questionnaire results collected through form sheets, interview results, and observations of students' task documents. The data analysis technique used in this study is the qualitative data analysis method introduced by Miles and Huberman (Miles, Huberman, and Saldana, 2014), which involves three almost simultaneous stages: data reduction, data display, conclusion drawing, and data triangulation.

RESULTS AND DISCUSSIONS

Based on the research objectives established previously, this section provides an overview of the recapitulation of the questionnaire results, interviews, and document review.

Recapitulation of Questionnaire Results

The following presents the recapitulated data from each questionnaire item.

1. Recapitulation of Questionnaire Result for Item 1

The statement in item 1 of the questionnaire relates to participants' opinions regarding the appeal of the conducted learning activity. The question reads, 'What do you think about the emotion regulation learning session conducted?' The options provided are 'very interesting,' 'interesting,' and 'not interesting.' A summary of the results is presented in the table below:

Table 2. Questionnaire Data Results for Item 1

Options	Total (f)	Percentage
Very Interesting	22	55%
Interesting	18	45%
Not Interesting	0	0%

Based on Table 1, it can be seen that all participants, who are the subjects of the research, stated that the learning was interesting. This result indicates that the learning conducted was generally appealing to the participants.

2. Recapitulation of Questionnaire Result for Item 1

The statement in item 2 of the questionnaire relates to students' opinions regarding the motivation to engage in the conducted learning activities. The question reads, 'Does the learning activity motivate you to participate in the lesson (emotion regulation)?' The options provided are

'very motivating,' 'somewhat motivating,' and 'not motivating.' A summary of the results is presented in the table below:

Table 3. Questionnaire Data Results for Item 2

Options	Total (f)	Percentage
Very motivating	32	80%
Somewhat motivating	8	20%
Not motivating	0	0%

Based on Table 2, it can be seen that the results indicate that, overall, the learning conducted provided motivation for students in emotion regulation.

3. Recapitulation of Questionnaire Result for Item 3

The statement in item 3 of the questionnaire relates to students' opinions regarding the experiences gained from the conducted learning activities. The question reads, 'Did the learning activities provide real experiences in the effort of emotion regulation?' The options provided are 'yes,' 'no,' and 'other.' The 'other' option is an open choice, allowing participants to write their opinions about the learning experience. A summary of the results is presented in the table below:

Table 4. Questionnaire Data Results for Item 3

Options	Total (f)	Percentage
Yes	39	97,5%
No	0	0%
Other	1	2,5%

The data in Table 3 shows that the learning conducted can provide real experiences. However, one participant stated that they were unable to apply it due to uncertainty. This result also indicates that the EL learning method applied can provide real experiences in the learning activities.

4. Recapitulation of Questionnaire Result for Item 4

The statement in item 4 of the questionnaire relates to students' opinions regarding the improvement of skills related to emotion regulation in the conducted learning activities. The question reads, 'Did the learning activities enhance your skills in understanding and regulating emotions?' The options provided are 'greatly improved,' 'somewhat improved,' and 'not improved.' A summary of the results is presented in the table below:

Table 5. Questionnaire Data Results for Item 4

Options	Total (f)	Percentage
Greatly Improved	36	80%
Somewhat Improved	4	20%
Not Improved	0	0%

The data in Table 4 indicates that, according to students' perceptions, the learning method implemented overall can enhance skills in understanding and regulating emotions.

5. Recapitulation of Questionnaire Result for Item 5

The statement in item 5 of the questionnaire relates to students' opinions regarding the achievement of the established learning objectives. The question reads, 'Do you think the learning objectives have been achieved through the conducted activities?' The options provided are 'yes,' 'no,' and 'other.' The 'other' option is an open choice, allowing participants to write in additional responses. A summary of the results is presented in the table below:

Tabel 6. Data Hasil Angket Butir 5

Options	Total (f)	Percentage
Yes	39	97,5%
No	0	0%
Other	1	2,5%

Based on Table 5, although there is one participant who stated that the learning objectives were not achieved due to a lack of understanding of the material, this result shows that according to the majority of students, the learning method implemented was able to achieve the learning objectives and provide results (understanding and skills in emotion regulation) in line with the desired goals.

Overall, based on the questionnaire data and considering that according to students' perceptions, the applied learning method can provide real experiences and enhance skills in emotion regulation. The implemented learning method is also motivating and engaging for participants, allowing them to optimally achieve the learning objectives. Thus, it can be concluded that, according to students' perceptions, the Experiential Learning Method applied in learning is effective in achieving the objectives of classical guidance in enhancing understanding of the material on emotion regulation.

Interview

Interview Sheet

Topic	Students' Perceptions of the Experiential Learning Method in Emotion Regulation Learning.
Purpose	To understand students' experiences, motivations, and views regarding the application of the experiential learning method, as well as its impact on achieving learning objectives.

A. General Information

1. Name _____
2. Class _____
3. Interview Date _____

B. Questions

1. About Engaging Learning

- Do you like the way we learned yesterday? Why do you like or dislike it?

2. Experience During Learning

- What was the most exciting or enjoyable part of learning yesterday?

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	<p>- Did you learn something new about how to control emotions? Can you share?</p> <p>3. How the Teacher Teaches</p> <p>- How did the teacher help you during the lesson? Did the teacher assist you if you didn't understand something?</p> <p>4. Gained Experience</p> <p>- In your opinion, did yesterday's activities help you understand better? What did you learn from that activity?</p> <p>5. Impression of Learning</p> <p>- What do you hope for if we have a similar learning experience again?</p> <p>- If you could choose, would you like to learn this way again? Why?</p>
Closing	<p>Thank you for sharing your story. Your responses will be very helpful in making learning activities even more enjoyable. ^_^</p>

Interview results show that students found the implemented learning process interesting due to the combination of practical application and guided instruction. This approach gave students a clearer and more structured understanding of emotional regulation, allowing them to follow a systematic process step-by-step. The learning activities were interconnected and built on prior materials, such as definitions of emotions, types, impacts, and ways of expressing them, creating an experience where students felt as though they were actively engaging in emotional expression.

Students also believed that the applied learning method provided a real experience of emotional regulation, making the lesson more meaningful and helping to achieve learning objectives optimally.

Additionally, students noted that the teacher effectively used creativity by guiding and allowing those who were struggling to grasp the material more fully, introducing them gradually to emotional regulation strategies. This approach was highly beneficial, fostering both motivation and confidence among students. Even if some students were not fully grasping the material, they still felt they could actively participate according to their ability.

Regarding the Experiential Learning (EL) method used by the teacher, students admitted they were previously unfamiliar with this learning approach. They were unaware that the implemented method was EL, but they found it very suitable and remarked on its positive impact, describing the learning experience as very enriching.

In conclusion, based on interview feedback, students perceived the implemented Experiential Learning (EL) method as effective in achieving the expected learning objectives. They expressed a hope for the future inclusion of other topics using this method, enhancing the overall enjoyment and engagement in school learning activities.

Document Review

Observations of the completed assignments showed that students were able to understand the meaning of emotions, identify different types, and learn how to control and express them. While some definitions were expressed with limited vocabulary, they still captured the essence of the content and were comprehensible. Based on observations of the assignments submitted, it can be concluded that the learning method effectively facilitated students in achieving the learning objectives (emotion regulation skills).

Considering the processed and analyzed data from questionnaires, interviews, and document reviews, it can be concluded that implementing Experiential Learning (EL) in classical guidance to improve students' understanding was very effective, as shown by the achievement of learning objectives from the students' perspective. This also addresses the research question by affirming that, according to student perceptions, the implementation of the Experiential Learning Method in classical guidance to improve students' understanding of emotional regulation was effective.

Discussion

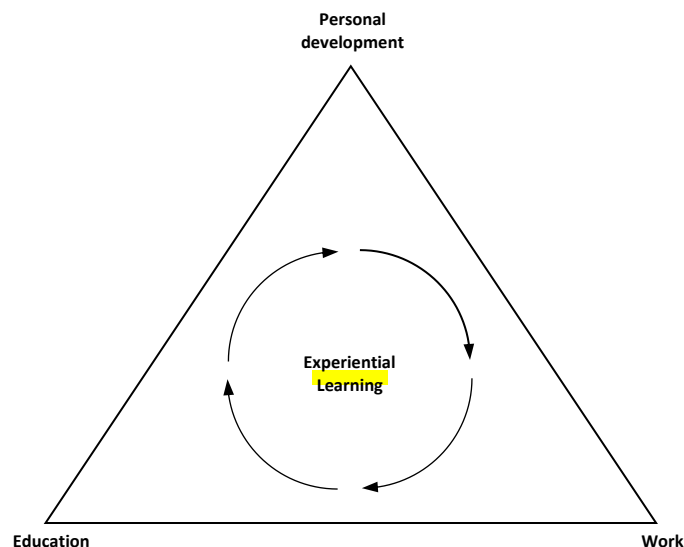
The findings processed from the collected data reveal that, according to student perceptions, the Experiential Learning (EL) method applied was effective in achieving the desired learning outcomes. This is evidenced by the results from questionnaires, interviews, and observations of student assignments. Providing students with real-life learning experiences fosters a stronger motivation to construct their knowledge and encourages responsibility for achieving the desired learning goals (Prasetyo, 2011).



According to Eittington (2015), training methods and cycles should essentially encompass four stages: identifying needs, designing or developing the program, delivering or presenting the training, and conducting evaluations. Of these, Experiential Learning (EL) is particularly suitable for the third stage, as trainers are expected to enable participants to experience real-life situations that mirror the challenges they will face.

This aspect, emphasized by the source, indicates that applying the EL method in learning can tap into and guide the inherent potential within students. Engaging adult learners actively instills a sense of value and positively impacts their motivation to learn.

Given that students often bring prior experience to their learning, using a method that can build upon these existing experiences proves effective for facilitating learning. This suggests that the EL method is effective for reconstructing previous experiences and merging them with new skills and knowledge, especially in emotion regulation. This aligns with the purpose of EL in learning as personal development, as described by Kolb (2015) in the following cycle:

Figure 1. Experiential Learning Cycle



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The selection of an appropriate learning method for training activities must align with specific *Learning Orientations: transforming, performing, conforming, and resistant learning* (Farmer, 2004). Classroom-based learning methods should incorporate experience as a key learning source, as highlighted by Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson (2012). Ideally, these experiential learning opportunities foster lasting changes that aid students in achieving developmental goals and benefit from the cumulative impact of experience.

Popham and Baker (2011, pp. 11-12) define learning effectiveness by the ability to elicit desired changes in students' skills and perspectives. This involves specific indicators, such as: 1) Setting learning objectives. 2) Conducting preliminary assessments to gauge students' readiness relative to these objectives. 3) Creating enjoyable learning environments that promote understanding of the learning goals. 4) Evaluating outcomes to determine the students' achievement of set goals.

The effectiveness of the Experiential Learning (EL) method in education must consider the conditions and situations within the learning environment. Participants have indicated that, while the EL method is effective, there is a need for them to better prepare themselves in terms of knowledge and skills provided. Observations and interviews show that students who are ready for the learning process tend to engage more effectively in the activities.



Conversely, students who are less prepared face difficulties in participating fully. Readiness to engage in learning positively influences motivation and enhances performance, leading to more optimal achievement of educational goals. This highlights the importance of equipping students not only with the content but also with the confidence and readiness to engage in experiential learning.

CONCLUSION

Based on the findings and discussions, it can be concluded that the application of the Experiential Learning Method in classical guidance for enhancing students' understanding of emotional control is effective according to the students' perceptions. This effectiveness is assessed based on the alignment between the achieved learning outcomes and the established goals. In light of this conclusion, the researcher offers the following recommendations, The Experiential Learning Method should be utilized in classical guidance to facilitate learning related to skills improvement based on activities. This study primarily focused on the effectiveness of the learning method based on the attainment of learning objectives. Future research is needed to evaluate student satisfaction regarding the application of this teaching method. The results of this study are expected to provide input for curriculum developers, especially in educational institutions, as well as for teachers to introduce the Experiential Learning Method in their teaching activities.

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