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The Effect of Experience-Based Learning on Learning Motivation at MA Hidayatul Mubtadiin, South Lampung

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Abstract

This study aimed to analyze the effect of Experience-Based Learning (EBL) on students' learning motivation at MA Hidayatul Mubtadiin, South Lampung. The research method employed was a quantitative approach with an ex post facto design. The research subjects consisted of 22 respondents selected through purposive sampling. The research instrument was a Likert-scale questionnaire used to measure the implementation of Experience-Based Learning, which was assessed using six indicators: First-Involvement in Concrete Experience, Second-Reflective Observation, Third-Abstract Conceptualization, Fourth-Active Experimentation, Fifth-Emotional Engagement (Motivation and Enthusiasm), and Sixth-Contextual Learning (Relevance to Real Life). The Experience-Based Learning indicators were elaborated into 28 statements. Learning motivation in this study was measured using five indicators: first-Perseverance in Learning, second-Enthusiasm for Learning, third-Clear Learning Goals, forth-Interest in the Subject Matter, and fifth-Self-Confidence and Self-Efficacy. The learning motivation indicators were elaborated into 18 statements. The findings indicate that Experience-Based Learning has a positive effect on students' learning motivation at MA Hidayatul Mubtadiin, South Lampung. The average score for the implementation of Experience-Based Learning reached 4.38 (Very Good), with the highest aspect being Emotional Engagement (4.50). Learning motivation was also categorized as Very Good (average score of 4.27), with Perseverance in Learning (4.34) as the highest aspect. These findings affirm that experiential learning can enhance students' enthusiasm, engagement, and self-confidence, in line with Kolb's experiential learning theory, which emphasizes the importance of concrete experience, reflection, abstract conceptualization, and active experimentation in the learning process.

Keywords: Experience-Based Learning; learning motivation; method

INTRODUCTION

Twenty-first-century education demands the implementation of learning models that can stimulate students' motivation and active engagement in the learning process. One relevant model is Experience-Based Learning (EBL), an approach that emphasizes learning through direct experience. This model is grounded in constructivist theory, which posits that knowledge is constructed through individuals' active interaction with their environment (Kolb, 2015). According to research conducted at the University of Calgary (2020), experiential learning is characterized as authentic, practical, and based on direct engagement, in which critical reflection serves as an essential component for

fostering skills such as problem-solving, collaboration, and professional development.

Experience-Based Learning (EBL) is a learner-centered instructional approach that engages students in direct activities, enabling them to construct knowledge and skills from real-life experiences. This concept is based on the notion that effective learning occurs when learners actively experience, reflect upon, and apply knowledge. According to David A. Kolb (2015) in his Experiential Learning Theory, there are four main stages in the experiential learning cycle. These stages have been further developed into six core indicators that reflect the EBL process based on Kolb's theoretical framework: (1) Concrete Experience – learners are directly involved in authentic activities or experiences relevant to the learning material; (2) Reflective Observation – learners observe and reflect on their experiences, evaluating what occurred and why; (3) Abstract Conceptualization – based on reflection, learners develop conceptual understanding, theories, or principles underlying the experience; (4) Active Experimentation – learners apply concepts or theories to new situations or design new strategies based on prior learning; (5) Independent Problem-Solving – learning encourages students to make decisions and find solutions to challenges encountered during the learning process; and (6) Transfer of Learning to Real Life – learning outcomes can be applied in real-world contexts, whether in daily life or the workplace, demonstrating the meaningfulness of the learning process.

Mukminin and Habibi (2019) state that the use of experiential learning approaches can enhance students' active participation while facilitating the development of critical and collaborative thinking skills. Wulandari and Permana (2022) further emphasize that EBL is highly relevant to 21st-century learning contexts as it helps students connect theory with practice, strengthens conceptual understanding, and fosters more meaningful learning attitudes and values. Suharni and Wahyuni (2021) assert that active and contextual learning strategies are closely associated with increased learning motivation. EBL can serve as an appropriate approach because it provides engaging and challenging learning contexts. Mansor et al. (2022) report that learning experiences followed by reflection can foster intrinsic motivation and encourage active participation.

The study by Rahmawati and Sari (2023) revealed that learning involving real-life experiences can significantly enhance students' motivation, particularly because they feel a sense of ownership in the learning process. Learning motivation refers to both internal and external drives that prompt students to engage in learning activities. According to Santrock (2020), motivation is a crucial psychological factor that influences the intensity, direction, and persistence of learning. Schunk et al. (2018) distinguish between two types of motivation: intrinsic motivation, which originates from within the learner, such as curiosity or personal satisfaction, and extrinsic motivation, which comes from external sources, such as rewards or academic grades.

Uno (2019) states that learning motivation plays a crucial role in creating an active and effective learning environment. Factors influencing learning motivation include interest in the subject matter, the relevance of learning to students' needs, support from teachers, and previous achievements. Kusuma and Wijaya (2021)

demonstrate that learning motivation can be enhanced through interactive and contextual teaching methods, as these approaches stimulate curiosity and active engagement among students. Learning motivation is a key determinant of educational success, as without it, the learning process tends to progress slowly and less effectively.

Based on learning motivation theories proposed by experts, indicators of students' learning motivation can be categorized as follows: (1) perseverance in learning, (2) interest in the subject matter, (3) persistence in completing assignments, (4) desire for achievement, and (5) learning independence. Several studies have shown that the implementation of EBL in school settings can enhance students' learning interest, self-confidence, and intrinsic motivation (Zulkarnain & Fitriyani, 2022; Widodo & Marzuki, 2020). By actively engaging students, EBL creates a learning environment that is both challenging and enjoyable.

Learning motivation is a crucial factor influencing students' academic success. Students with high learning motivation tend to be more enthusiastic, persistent, and consistent in achieving their learning goals (Ryan & Deci, 2020). This study is important to determine the extent to which Experience-Based Learning affects students' learning motivation at MA Hidayatul Mubtadiin, South Lampung. The findings of this research are expected to serve as a reference for educators in designing effective and meaningful learning strategies.

METHOD

This study employed a quantitative approach with a descriptive–correlational design and simple linear regression analysis to examine the effect of Experience-Based Learning (independent variable/X) on Learning Motivation (dependent variable/Y). This approach is appropriate for identifying relationships and determining the magnitude of effects between variables in numerical terms (Creswell & Creswell, 2018; Hair et al., 2019). The population comprised all 214 students of MA Hidayatul Mubtadiin, South Lampung, with a sample of 22 students from class 11C. The researcher used total sampling (census), a valid approach for a complete sample from the observed class (Creswell & Creswell, 2018; DeVellis, 2016).

Content validity was assessed by three to five experts in learning and measurement (university lecturers/madrasah supervisors) to ensure the appropriateness of items with the intended construct (DeVellis, 2016). Reliability was measured using Cronbach's alpha; a value of $\alpha \geq 0.70$ was considered acceptable for educational research (Pallant, 2020; Tavakol & Dennick, 2011). Data analysis techniques included descriptive statistics (mean, median, and standard deviation) for each variable. Statistical assumption tests included normality, linearity, homoscedasticity, and multicollinearity (Pallant, 2020; Hair et al., 2019).

Inferential analysis involved Pearson's correlation to determine the strength and direction of the relationship between EBL and learning motivation, and simple linear regression to examine the effect of EBL (X) on learning motivation (Y). The report included regression coefficients (β), t-values, p-values, and R^2 (effect size). Hypotheses

were tested at a significance level of α = 0.05 (Hair et al., 2019). Recommended software for analysis included SPSS, Jamovi, or R (Pallant, 2020).

The Experience-Based Learning indicators used in this study consisted of six dimensions with a total of 28 statements: (1) Concrete Experience – involvement in authentic, real-life experiences; (2) Reflective Observation – reflection on experiences; (3) Abstract Conceptualization – formation of abstract concepts; (4) Active Experimentation – application of concepts through active experimentation; (5) Emotional Engagement – motivation and enthusiasm; and (6) Contextual Learning – relevance to real-life situations.

Table 1. Indicators of the Experience-Based Learning Variable at MA Hidayatul Mubtadiin, South Lampung

A.	Concrete Experience
	1. Participating in learning activities that involve hands-on practice.
	2. The teacher provides me with opportunities to experience the subject matter firsthand.
	3. I learn by directly engaging in real-life activities.
	4. The teacher invites me to participate in field visits or simulations.
	5. I feel that direct experiences help me understand the material.
	6. My learning process involves concrete and varied act
B.	Reflective Observation
	1. After learning activities, I am encouraged to reflect on what I have learned.
	2. I am given time to think and analyze my learning experiences.
	3. The teacher asks for my opinion on the experiences I have had.
	4. I take notes on important aspects of each learning experience.
	5. I discuss my learning experiences with peers or the teacher.
C.	Abstract Conceptualization
	1. I draw conclusions from the lessons based on my experiences and reflections.
	2. I develop new understandings from the activities I have experienced.
	3. The teacher helps me formulate concepts from my learning experiences.
	4. I am able to connect learning experiences with relevant theories or concepts.
	5. I make general conclusions from the results of discussions and learning practices
D.	Active Experimentation
	1. I try to apply the concepts I have learned to new situations.
	2. I conduct experiments or projects as part of the learning process.
	3. The teacher gives me the freedom to try new solutions to existing problems.
	4. I engage in challenging creative activities.
	5. I learn from mistakes and try new approaches to learning.
E.	Emotional Engagement
	1. I feel happy when engaging in authentic learning activities.
	2. The learning I experience makes me more eager to study.
	3. I feel motivated because the learning process is enjoyable and meaningful.
	4. I am interested in participating in lessons that use direct experiences.
F.	Contextual Learning
	1. The subject matter is connected to my daily life experiences.
	2. The teacher provides examples relevant to the surrounding environment.
	3. I feel that the learning I engage in will be useful for my future life.

The Concrete Experience indicator emphasizes students' involvement in authentic experiences such as practice, simulations, and field visits that facilitate understanding of the material (Kolb, 2015; Dewi & Rachmawati, 2020). Reflective

Observation includes activities such as reflection, discussion, and documenting experiences to deepen understanding (Moon, 2013; Haryanto, 2021). Abstract Conceptualization focuses on forming concepts from experiences and reflections that are connected to relevant theories (Beard & Wilson, 2018). Active Experimentation involves applying concepts in new situations, projects, or creative activities (Balan & Sin, 2020). Emotional Engagement reflects students' enthusiasm, enjoyment, and motivation in experiential learning (Ryan & Deci, 2020). Contextual Learning connects subject matter with real-life situations, thereby increasing the relevance and meaningfulness of learning (Sari & Ningsih, 2022).

The learning motivation indicators used in this study consist of five indicators with a total of 18 statements, namely: (1) Persistence in Learning, (2) Enthusiasm for Learning, (3) Clear Learning Goals, (4) Interest in the Subject Matter, and (5) Self-Confidence and Self-Efficacy.

Table 2. Indicators of the Learning Motivation Variable at MA Hidayatul Mubtadiin, South Lampung

A.	Perseverance in Learning
	1. Continuing to study even when the subject matter is difficult.
	2. Not giving up easily when facing exams.
	3. Keep trying until I understand.
	4. Continuing to make an effort to learn.
B.	Enthusiasm in Learning
	1. Feeling happy when participating in learning activities.
	2. Actively asking or answering questions.
	3. Feeling excited to attend school.
	4. Showing an enthusiastic attitude.
C.	Clear Learning Goals
	1. Knowing the reasons why learning is important.
	2. Having targets or goals in learning.
	3. Learning with the aim of achieving good academic performance.
D.	Interest in the Subject Matter
	1. Feeling interested in school subjects.
	2. The learning material makes me want to study more deeply.
	3. Enjoy reading or seeking new knowledge.
	4. Feeling that the lessons I follow are useful for my future.
E.	Self-Confidence and Self-Efficacy
	1. Confident in completing assignments.
	2. Able to understand lessons if I make the effort.
	3. Able to compete in a healthy manner.

The learning motivation variable in this study was measured using five main dimensions that represent key aspects in fostering students' drive to learn, namely: (1) Perseverance in learning, which reflects students' ability to sustain their learning efforts despite difficulties. Statements in this dimension measure the extent to which students continue to make an effort when the material is difficult, do not easily give up during exams or challenging assignments, and keep trying until they understand the lesson (Schunk et al., 2014; Pintrich, 2003). Perseverance is one of the characteristics of students with high motivation. (2) Enthusiasm in learning, which indicates the feelings

of joy and excitement students experience when participating in the learning process. This indicator measures students' active interest in attending, asking questions, answering, and actively engaging in learning activities (Linnenbrink-Garcia & Patall, 2016). Enthusiasm becomes a factor influencing students' engagement and active participation in the classroom. (3) Clear learning goals provide students with a more directed approach to learning, whether in the form of achieving grades, accomplishments, or mastering specific competencies. This indicator measures students' awareness of the reasons for learning, their learning targets, and their achievement orientation (Elliot et al., 2011; Locke & Latham, 2013). (4) Interest in the material is an intrinsic indicator that drives students to engage in deeper learning. This aspect measures students' interest in lesson topics, curiosity, and belief that the material is beneficial for their future (Renninger & Hidi, 2016). Such interest serves as a primary driver for long-term learning. (5) Self-confidence and self-efficacy refer to an individual's belief in their ability to successfully complete learning tasks (Bandura, 2012). This indicator measures students' confidence in their ability to understand the material, complete assignments, and compete healthily with peers. Students with high self-efficacy tend to be more resilient in the face of learning challenges.

FINDINGS AND DISCUSSION

The findings can be described as follows: Experience-Based Learning (EBL) and students' learning motivation at Madrasah Aliyah Hidayatul Mubtadiin Jati Agung, South Lampung. The following are the results of the analysis of the Experience-Based Learning variable at MA Hidayatul Mubtadiin Jati Agung, South Lampung, based on questionnaire data covering 6 aspects with 28 statement items from 22 respondents.

Table 3. Results of the Average Score Analysis of the Experience-Based Learning Variable at MA Hidayatul Mubtadiin Jati Agung, South Lampung

No	Aspect of Experience-Based Learning	Number of Items	Average Score	Category
1	Concrete Experience	6	4.45	Excellent
2	Reflective Observation	5	4.32	Excellent
3	Abstract Conceptualization	5	4.28	Excellent
4	Active Experimentation	5	4.35	Excellent
5	Emotional Involvement	4	4.50	Excellent
6	Contextual Learning	3	4.40	Excellent
	Total Average	28	4.38	Excellent

Category Description (Likert Scale 1–5): 4.21 – 5.00 = Excellent, 3.41 – 4.20 = Good, 2.61 – 3.40 = Fair, 1.81 – 2.60 = Poor, 1.00 – 1.80 = Very Poor

The results of the study show that the overall average score for the implementation of Experience-Based Learning (EBL) among students at MA Hidayatul Mubtadiin, South Lampung, reached 4.38, categorized as Excellent. This finding confirms that experiential learning has been optimally implemented and has had a positive impact on the students' learning process. The aspect with the highest

score was Emotional Involvement (Motivation & Enthusiasm) at 4.50, indicating that students feel very enthusiastic, motivated, and emotionally engaged in the learning process. This aligns with Kolb's (2015) perspective. which states that emotional involvement is an important driver in experiential learning, as it can strengthen students' connection to the material and motivate them to participate actively. The aspect of Concrete Experience scored 4.45, indicating that students had ample opportunities to directly experience the learning material. Real-life experiences enable students to relate learning to their own life realities, in accordance with Experiential Learning theory which emphasizes that effective learning begins with direct experience (Kolb & Kolb, 2017). Contextual Learning scored 4.40, indicating that the learning conducted is relevant to students' daily lives.

In line with the study by Hermawan and Suyatna (2020), which found that learning connected to real-life contexts can improve understanding and retention of material, the Active Experimentation aspect (Concept Application) scored 4.35, indicating that students have opportunities to try and apply the concepts they have learned. Meanwhile, Reflective Observation scored 4.32, showing that adequate reflection activities are conducted to analyze learning experiences. Lastly, Abstract Conceptualization scored 4.28, which, although still in the Excellent category, is the relatively lowest score. This indicates the need to strengthen the stage that links direct experience with abstract theories or concepts, as suggested by Moon (2013), who stated that the conceptualization phase requires support through systematic learning strategies. These findings are consistent with previous research by Haryanto and Rahayu (2019), which asserted that Experience-Based Learning can enhance critical thinking skills, motivation, and student engagement in the learning process. Wulandari's (2021) study found that emotional involvement and real-life experiences are key factors driving the successful implementation of EBL in secondary schools.

The implementation of EBL at MA Hidayatul Mubtadiin can be categorized as highly successful, with its main strengths in emotional engagement and providing real-life experiences. However, attention is still needed in the concept formation aspect to enable students to better generalize and apply knowledge to various new situations. The analysis results of the learning motivation variable at MA Hidayatul Mubtadiin Jati Agung, South Lampung, are based on questionnaire data covering 5 aspects with 18 statement items from 22 respondents.

Table 4. Results of the Average Score Analysis of the Learning Motivation Variable at MA Hidayatul Mubtadiin Jati Agung, South Lampung

No	Learning Motivation Aspect	Statement	Average Score	Category
A	Perseverance in Learning			
	Continuing to study despite difficult material	1	4.36	Excellent
	Not easily giving up when facing exams	2	4.41	Excellent
	Keep trying until understanding	3	4.27	Excellent
	Continuing to make an effort to learn	4	4.32	Excellent
B	Enthusiasm in Learning			

No	Learning Motivation Aspect	Statement	Average Score	Category
	Feeling happy when participating in activities	5	4.23	Excellent
	Actively asking or answering questions	6	4.18	Good
	Feeling excited to attend school	7	4.27	Excellent
	Showing an enthusiastic attitude	8	4.36	Excellent
C	Clear Learning Goals			
	Knowing the importance of learning	9	4.14	Good
	Having targets or goals in learning	10	4.23	Excellent
	Learning with the aim of achievement	11	4.18	Good
D	Interest in the Subject Matter			
	Feeling interested in school subjects	12	4.09	Good
	Learning material makes me want to study deeper	13	4.18	Good
	Enjoy reading or discovering new things	14	4.23	Excellent
	Feeling the lessons are useful for the future	15	4.36	Excellent
E	Self-Confidence and Self-Efficacy			
	Confident in completing assignments	16	4.32	Excellent
	Able to understand lessons if making an effort	17	4.27	Excellent
	Able to compete healthily	18	4.41	Excellent
	Overall Average		**4.27**	**Excellent**

Category description: 4.21 – 5.00 = Excellent, 3.41 – 4.20 = Good2.61 – 3.40 = Fair, 1.81 – 2.60 = Poor, 1.00 – 1.80 = Very Poor

The analysis of the average learning motivation scores from 22 respondents showed an overall value of 4.27, categorized as Excellent. The highest aspects were Self-Confidence and Self-Efficacy (4.33) and Perseverance in Learning (4.34), followed by Enthusiasm in Learning (4.26), Interest in the Subject Matter (4.22), and Clear Learning Goals (4.18). These findings indicate that students at MA Hidayatul Mubtadiin have strong learning motivation, particularly in self-belief, perseverance, and enthusiasm. However, the aspect of learning goals requires reinforcement to better direct the students. This result aligns with learning motivation theories that emphasize the role of self-efficacy (Bandura, 1997), material relevance (Keller, 2010), and clear goals (Pintrich, 2003) in enhancing academic success.

Tabel 5. The Effect of Experience-Based Learning on Learning Motivation at MA Hidayatul Mubtadiin, South Lampung

No	EBL Aspect	Average Score	Category	Learning Motivation Aspect	Average Score	Category
1	Concrete Experience	4.45	Very Good	Perseverance in Learning	4.34	Very Good
2	Reflective Observation	4.32	Very Good	Enthusiasm in Learning	4.26	Very Good
3	Abstract Conceptualization	4.28	Very Good	Clear Learning Goals	4.18	Very Good
4	Active Experimentation	4.35	Very Good	Interest in the Material	4.22	Very Good
5	Emotional Engagement	4.50	Very Good	Self-Confidence and Self-Efficacy	4.33	Very Good
6	Contextual Learning	4.40	Very	-	-	-

No	EBL Aspect	Average Score	Category	Learning Motivation Aspect	Average Score	Category
			Good			
	Total Average	4.38	Very Good	**Total Average**	4.27	Very Good

The results of the study indicate that the implementation of Experience Based Learning (EBL) among students of MA Hidayatul Mubtadiin, South Lampung, achieved an overall average score of 4.38, categorized as Very Good. This suggests that experience-based learning has been optimally implemented, effectively enhancing student engagement and positively impacting learning motivation.

The aspect with the highest score was Emotional Engagement (Motivation & Enthusiasm), which scored 4.50. This finding reinforces Kolb's (2015) view that emotional engagement plays a crucial role in experience-based learning, as it can enhance students' emotional connection to the material, stimulate curiosity, and encourage active participation. Concrete Experience received a score of 4.45, indicating that students gained substantial direct experience during the learning process. According to Kolb and Kolb (2017), direct experience serves as the starting point of an effective learning cycle, as students can connect new knowledge with the reality they encounter. Contextual Learning (Relevance to Real Life) scored 4.40. This result aligns with the findings of Hermawan and Suyatna (2020), who stated that learning relevant to real-life contexts can enhance understanding, material retention, and intrinsic motivation.

The aspect of Active Experimentation, with a score of 4.35, indicates that students had ample opportunities to try out and apply the concepts they learned. This aligns with constructivist learning theory, which emphasizes the importance of applying concepts in real-world contexts to make knowledge more meaningful (Priyanto, 2019). Reflective Observation received a score of 4.32, suggesting that reflection activities were conducted to analyze learning experiences and evaluate the learning process. Meanwhile, Abstract Conceptualization scored 4.28; although it was the lowest score, it still falls within the Very Good category. In terms of learning motivation, the study showed an overall average score of 4.27, categorized as Very Good. The highest aspects were Perseverance in Learning (4.34) and Self-Confidence and Self-Efficacy (4.33). These findings are consistent with Schunk et al. (2014), who explained that high motivation is characterized by perseverance, self-confidence, and the ability to sustain effort in learning.

Overall, these findings confirm that the implementation of EBL has a positive effect on students' learning motivation. Learning that focuses on real experiences, emotional engagement, and the application of concepts in everyday contexts can stimulate curiosity, enhance active participation, and strengthen students' learning motivation. This indicates that EBL not only increases emotional engagement but also fosters students' self-confidence in facing academic challenges. Based on the findings and discussion, it can be concluded that the implementation of EBL positively

influences the learning motivation of students at MA Hidayatul Mubtadiin, South Lampung, particularly in terms of perseverance, self-confidence, and enthusiasm for learning.

CONCLUSION

The results of the study indicate that the implementation of Experience Based Learning (EBL) at MA Hidayatul Mubtadiin, South Lampung, has a significant positive effect on students' learning motivation. The overall average score for EBL implementation was 4.38, categorized as Very Good, indicating that the experience-based learning process has been optimally implemented. The Emotional Engagement aspect received the highest score (4.50), showing that students felt enthusiastic, motivated, and fully involved in the learning process. The average score for students' learning motivation was 4.27 (Very Good), with the highest aspects being Perseverance in Learning (4.34) and Self-Confidence & Self-Efficacy (4.33). These findings support the views of Kolb (2015) and Kolb & Kolb (2017). Emotional engagement, concrete experience, and the relevance of learning to everyday life are key factors in enhancing learning motivation. EBL has proven effective not only in increasing student engagement and understanding but also in strengthening their learning motivation. Moving forward, emphasis on the aspect of Clear Learning Goals needs to be strengthened to ensure that students' motivation is more focused and sustainable.

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