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Application *Grouping Skills* : Learning Methods to Support Student Talent Interest Based on Experiential Learning

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Abstract: *Grouping skill learning activities make students motivated to carry out learning persistence like other students. Of course, the role of the teacher as a facilitator cannot be looked down on and discriminated against in this learning activity, but a process for teachers in learning that must be able to combine knowledge, skills and values through direct experiences. This study aims to determine how the application of grouping skills: learning methods to support student interest in talent based on experiential learning at MI Al-Iman Bulu, Kraksaan Probolinggo. This study uses a qualitative case study approach. The result of this research is the Experiential Learning-based skill grouping model at MI Al-Iman Bulu Kraksaan Probolinggo is applied by grouping students based on their abilities. The learning process goes through several strategic steps, namely training students' self-preparation in an open-minded manner, actively and reflectively exploring experiences, and conceptualizing knowledge and experience in a representative manner. The application of this learning model is able to increase students' interests and talents as evidenced by the student's learning mindset that is open, collaborative, exploratory, active, and representative. So this research is one of the studies that can be used as a development in the group learning process that is concrete and rich in analytical-critical activities.*

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Introduction

Almost all nations in the world agree that the strength and quality of education determines the progress of a nation. This is shown by the entry of the 4.0 industrial revolution era which has so many opportunities as well as challenges for education in Indonesia, especially educational institutions (Rozi, 2019). The requirements for advanced and developing educational institutions must have the power of innovation, and be able to collaborate. If you are unable to innovate and collaborate, you will be left far behind. But if on the contrary, educational institutions will be able to create Human Resources (HR) that can advance, develop, and realize the ideals of the nation, namely by educating humans (Kadi & Awwaliyah, 2017). Making human learners is not an easy thing like turning the palm of the hand. Educational institutions must be able to balance the education system with the times (Djunaidi, 2021) .

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In the era of the Industrial Revolution 4.0, the education system is expected to create students who have skills that are able to think critically and solve problems, be creative, innovative, communicative and collaborative (Zamroni et al., 2021) . In the era of the industrial revolution 4.0, educational institutions not only require old literacy such as reading, writing and calculating, but also require other skills such as the ability to collaborate for students who are required to be able to create themselves as individuals who are proficient in adapting and synergizing well with various aspects. learning support resources (Sitanggang & Saragih, 2017).

Students with high collaboration skills can be formed from their interests and talents for something. Such early-age student abilities are actually a reflection of the educational pattern taught by a teacher (Silviani et al., 2021) . Students will do / experience various learning experiences that will shape their mindset, attitudes, interests and talents. So no doubt all of these aspects can lead students to soft skills or hard skills (Green-Weir et al., 2021). We know that interest is shown by someone's tendency towards something by showing interest in a feeling of joy. While talent is indicated by someone who has conditions or abilities that allow with a special training to acquire certain skills, knowledge and skills (Anggraini et al., 2020) . Interest is a factor that can direct talent and its existence is a major factor in developing talent. The purpose of interest describes motivation, which influences attention, thinking and achievement. So that the existence and connection between interests and talents is very important and important for a student (Algor, 2019) .

So to create, build, and align the interests and talents of early childhood students optimally and efficiently, you can do exercises in skill activity experience. grouping. Skill grouping is an alternative learning pattern that groups students according to their level of ability (Webel et al., 2021) . Such learning experiences will support the learning activities of students who have low interests and talents compared to other students. This learning activity also makes other students motivated to carry out learning persistence like other students (Kanellopoulou & Darra, 2018). Of course, the role of the teacher as a facilitator cannot be looked down on and discriminated against in this learning activity, but a process for teachers in learning that must be able to combine knowledge, skills and values through direct experiences. Learning with such activities will be more optimal if all students are involved (Tan et al., 2021) .

Group learning that upholds learning activities through direct experience is experiential learning. This experiential learning pattern is based on the expression the experience is the best teacher (experience is the best teacher) . Then the learning process is transformed through a variety of real experiences. The meaning in this expression is that the learning experience that students have can develop better abilities, skills, and new mindsets (Priyandari et al., 2020) . The Experiential Learning learning model is learning that activates the student learning process from experience that emphasizes a harmonious relationship between study, work and other learning activities in creating or finding the knowledge sought. (Immaniar et al., 2019) . Learning from this experience includes the relationship between doing and thinking. So in applying skill grouping it will become a real learning pattern for students' experiences in shaping their abilities, interests and talents (Barida, 2018).

One of the Islamic educational institutions for elementary age children who have the concept of learning with skill grouping is located in Bulu Village, Kraksaan District, namely MI Al-Iman. This madrasah is an educational institution that implements group learning

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activities according to students' abilities based on experiential learning . However, in reality there are various public assumptions around the MI Al-Iman environment that doubt the concept of group learning based on ability. This assumption emphasizes disappointment with such learning patterns which are feared not to find the effectiveness of a lesson because there are classifications of students who are not heterogeneous. The community believes that learning by only gathering with friends who have the same abilities will not increase students' interests, talents and abilities. Meanwhile, MI Al-Iman feels and considers that the group learning process based on students' abilities will more easily provide motivation and self-confidence for students to further improve and develop their interests, talents and abilities directly with the help of the experience gained. This is the main idea in MI Al-Iman's public relations policy so that people can understand that implementing a learning pattern for students like this can increase students' interests and talents.

Such community assumptions must be addressed immediately so that the student learning process is not affected by anything. Group study activities according to students' cognitive abilities will help them practice being involved in the learning process so that self-confidence and courage become a basis for their activity. With the experiential learning model, of course, it will form a learning that is rich in experiences that require students to train their memory, thinking power, and competitiveness.

Alokafani et al. (2022) in his research tested the effectiveness of student group learning using the experiential learning model in learning to increase student activity in asking questions. Based on the Wilcoxon test conducted concluded study in groups based on experiential learning models in effective learning to increase students' activeness in asking questions. Another study by Morris (2019) explained that students' perceptions of the learning model with group study based on its ability provide clarity in learning activities, are more structured, more fun, challenging and increase student activity. Student feedback obtained has a positive influence, including the emergence of self-confidence, respect, mutual respect and understanding of the material which is more free according to the level of student ability, it's just that this model needs to be tested for its effectiveness so that it can be generalized.

From the previous research studies, this is differentiating evidence that this research has an important position in generalizing the effectiveness of skill grouping as a learning method that is processed into experiential learning for students. This research is also a novelty that puts forward the classification of student learning according to their level of ability to achieve learning with real experiences for them. From this study the reader will see an analysis of the effectiveness of grouping skills that can fulfill the learning elements contained in experiential learning such as analyzing student involvement personally in learning, forming real experiences from knowledge or information obtained, building new knowledge and skills from their experiences, and realizing rich knowledge and experience.

This research is interesting to do because in its application it is proven by the generalization of its effectiveness. This study will discuss the analysis of application skill grouping as a learning method to support students' interests and talents based on experiential learning. The interest of this research will be the intervention of students' experiences not only in developing their cognitive abilities, but also in the development of their affective and psychomorphic aspects in the surrounding environment.

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Research Method

This study uses a qualitative approach to the type of case study. According to Hidayat (2019), the characteristics of qualitative research are studying the natural environment, researchers as key instruments, diverse data sources (interviews, observations, documentation), inductive data analysis, participant meanings, developing designs, theoretical perspectives, interpretive, and holistic views. While case study research focuses on certain objects that are appointed as cases to be studied in depth. This research focuses on application grouping skills : learning methods to support students' interests and talents based on experiential learning. This research is located at MI Al-Iman Bulu Kraksaan, Probolinggo, East Java. The data sources were obtained through observation and interviews. The resource persons in this study numbered 3 people and consisted of the head of the Madrasah, the homeroom teacher for class V and the homeroom teacher for class VI. The data analysis used is owned by Miilles and Hubberman namely data reduction, data display and data verification. As an effort to check the validation of the findings of the data, the study used a source triangulation technique (Hardani. Ustiawaty, 2017).

Result

Learning with the skill grouping model is a learning method Group students based on their abilities. While the purpose of experiential learning is a learning method that aims to enable students to build knowledge and skills as well as values as well as attitudes through direct experience. The application of this learning model is solely to foster students' interests and talents through an active and fun learning process.

MI Al-Iman Bulu applies this learning model to class V and class VI. The structuralization of class V and class VI study groups is presented in the following table.

Table 1: Distribution of Skill Grouping Based on Experiential Learning

Class	Total Students	Group Classification	Group	Member
Five (V)	20	Good ability	2 groups	7 people / group
		Poor ability	1 groups	6 people/group
Six (VI)	24	Good ability	2 groups	7 people/group
		Poor ability	2 groups	5 people/group

The table describes the grouping of students based on their abilities. In class V, a total of 20 students were divided into 3 groups consisting of 2 groups of students with high abilities and 1 group of students with average-low abilities. While in class VI, 24 students were divided into 4 groups consisting of 2 groups of students with high abilities and 2 groups of students with poor abilities. This grouping is determined by the teacher based on an analysis of activities, learning outcomes and students' learning abilities.

Of course, the learning patterns with grouping skills based on experiential learning are intended to develop and support student learning interests. We know that interest includes an acceptance or an interest in a relationship between oneself and something outside oneself . Through group assignments with peers accompanied by the same ability background, it is useful to foster students' interest in participating in learning. This learning model is widely applied in various schools. In including MI Al-Iman, Bulu Village, Kraksaan, Probolinggo which conceptualized the experiential learning -based skill grouping learning pattern as follows.

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Train Students' Self Readiness in an Open Minded Way

Every form of learning planning and design carried out by the teacher must be able to uphold the principle of open minded so that learning can achieve good learning flexibility. In learning grouping skills based on experiential learning, the learning process starts from concrete experiences to open students' minds both formally and informally. The teacher provides a stimulus for students to make observations of the surrounding environment. Students can only feel the occurrence of an event without realizing the true meaning of the event.

Examples of teachers who instill things related to the earth's gravitational force. In this case the children already know that every object that falls will not float. But still don't know what and why falling objects can't float. Thus, imagination and thoughts that justify the Earth's gravitational force have been able to open self-readiness in an open-minded and real way.

The fifth grade teacher stated that each student must be trained in his readiness to accept a material so that his reasoning power, memory and analytical power develop optimally in the learning process. Self-readiness of students can be seen from how much they are aware that their experience can be the basis for them to know new insights and self-interests.

Exploration of Active and Reflective Experiences

In the learning process, the placement of student study tables is also arranged in a box shape based on the number of students in the group. This is to make it easier for them to discuss or exchange ideas regarding learning material . Furthermore, the teacher will provide material to be studied in a language style that is easily understood by the abilities of each student. In this method, the teacher guides students more than as an informant, while students are given the opportunity to develop creativity and think critically with the experience they have. So, in the learning concept presented by teachers like this, it will make students more valued for their abilities so that they ask for their learning to be even better.

This opinion seems to be strengthened by the presentation of Mrs. Aisyah as the homeroom teacher for class VI saying that to facilitate the learning process in class, the benches for each group are arranged to form a square so that they can create space for interaction with group members more freely. Each teacher also positions a language style that is easy to understand for any level of student ability. Fitrah & Ruslan (2019) explained that it is undeniable that simple language will be accepted more quickly so that a person is also able to react more quickly and explore his opinions. Then the teacher's function for such learning styles must be able to be the best friend in listening to the opinions of each student. Mr. Khoiri as a class V teacher at MI Al-Iman said that the implementation of the experiential learning method in madrasas was only applied in a few classes. The use of this method is intended so that children can more actively develop their abilities and be confident in expressing their opinions regarding the material based on their experience.

The next process is where students reflect on the results of observations that have been made based on the experiences that students have. At this stage, the teacher begins to accompany, guide and provide stimulus for students to make active observations of events that have been experienced. In addition, at this stage, students are taught to be critical through asking why and how the incident occurred through discussions with their groups. Starting with looking for answers and thinking about the events that are around it, for example, why

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and because of what a falling object cannot float. In this learning model, students are also taught the habit of discussing and exchanging ideas based on their experience in solving problem topics and constructing their knowledge with their groups so as to trigger an increase in student interest in learning. During the learning process, the teacher is in charge of supervising and accompanying students

Then students are given the freedom to make observations followed by formulating (conceptualization) of the observations. In this phase students first carry out an activity that is investigating the causes, links or links to the experiences they get. Then, students form a concept from the observations obtained into a theory and then combine it with previous experience. This learning activity tests students whether there is a new understanding or not during the discussion process .

Representative Conceptualization of Knowledge and Experience

When students in groups are able to apply concepts, rules, and theories to a state of real reality. Thus, students practice the experience they get. After that students carry out active experiments where students in groups conduct experiments to prove the truth of the material with that experience. Experiments need to be done because learning will be more effective if students have practiced and tried it . In addition, students will understand more perfectly and integrate it with what they learned before and will be able to remember it for a longer period of time.

The main point of this group learning pattern is that all students must be able to have self-readiness to present the results of the discussion in class in front of all groups. This aims to train students' self-confidence and courage. Because as is known confidence is very important in measuring a person's interest in something. High interest in learning and talent will not be useful if it is not accompanied by self-confidence. Mr. Muhammad Ali explained that the students' interests and talents could be seen from how they presented their learning outcomes. If he is able to understand, which is then proven confidently and dares to speak what he understands in front of his friends, then it is clear that this is fundamental for him to have good interests and talents.

Various negative-positive responses related to the application of this learning model have been widely heard. Some people consider the application of this learning model to have a negative impact which considers the dichotomy "stupid student-smart student" occurs. However, in reality for elementary age children at MI Al-Iman it is the opposite. Such a learning model is the main motivation for students with average abilities to be able to compete with students with high abilities in the class. Of course, the treatment of grade V and VI teachers does not discriminate against their abilities. There is no term smart students or stupid students in the class. Because in truth, a great teacher can give birth to great students.

Discussion

Growing students' interest in learning in all subjects is a task that must be completed by a teacher. Therefore, it is necessary to carry out learning innovations in order to increase students' interest in learning by creating comfortable situations and atmosphere in the teaching and learning process balanced with students' abilities. The general view that is still adhered to today is that in the teaching and learning process students are considered as learning objects (Lubna, 2017). Some teachers still use a one-way learning model, meaning that students only listen, record or memorize the material explained by the teacher. So that

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the learning outcomes obtained are not optimal. For that we need a learning method that involves the activeness of students (Staker et al., 2020). In including through grouping skill learning based on experiential learning. Today is students can not be equated with students in the past. Where to increase students' interest in learning teachers must make new innovations. In including through learning skill grouping based on experiential learning which becomes a real learning pattern for them (Sulasmi, 2021).

The pattern of learning with this grouping is intended so that students with good academic abilities can continue to develop their abilities quickly and can be an opponent who motivates students with low abilities. Likewise, students with poor academic ability can pursue and try to develop lessons without feeling embarrassed and feeling left behind (Francis et al., 2017) .

Experiential learning based skill grouping for student teaching and learning is very conducive and flexible in achieving learning goals. By introducing directly through real practice in each material presented, students are more enthusiastic and enjoy each subject matter. So that students' interest in learning is higher and increasing students' talents through critical thinking in discussions (Webel et al., 2021) . The positive form of applying this method was to increase students' interests and talents. Maybe because of the same ability, they feel comfortable learning and sharing opinions with their friends without feeling embarrassed or insecure. Apart from that, through this experiential learning, it becomes a stimulus for them so that they can be more active, it is easier to have a competitive spirit and it is easier to understand the material because they already know the practical picture.

Sapta (2017) stated in his research explains that through the Experiential Learning learning model students gain new experiences, starting from understanding concepts to solving a problem related to the material of quadratic equations and functions. In this learning model the teacher acts more as a director. When learning takes place each student is free to express in understanding the lesson, besides that they are also given the freedom to discuss with other students in the class without any restrictions.

Conclusion

The Experiential Learning -based skill grouping model at MI Al-Iman Bulu Kraksaan Probolinggo is implemented by grouping students based on their abilities. The learning process takes several strategic steps, namely training students' self-readiness in an open-minded manner, active and reflective exploration of experience, and conceptualization of knowledge and experience in a representative manner. The application of this learning model is able to increase students' interests and talents as evidenced by the mindset of student learning that is open, collaborative, explorative, active, and representative. So this research is one of the studies that can be used as a development in the group learning process that is concrete and rich in analytical-critical activities.

Recommendations

This research still requires further studies regarding skill grouping with an experiential learning approach in learning natural resources. Because, students will not only learn the material if there is no theory or direct practice in it with the surrounding environment. This is what is expected to be fulfilled as the development of an experiential learning approach for psychomotor and affective active students.

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