

Development Of Learning By Doing Based On Experiential Learning To Improve The Strengthening Of Social Care Attitudes Among Smp Al-Hidayah Sutam Students In Bandung Regency

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ABSTRACT

The purpose of this research and development is to produce a Learning by Doing model based on Experiential Learning (LDEL) to increase the strengthening of students' social care attitudes. the product produced is in the form of a syntax model that can be used by teachers as a means to increase character education at school. the product is developed using the ADDIE model procedure which consists of analysis, design, develop, implement, and evaluate. The results showed that the feasibility of the product obtained from the model expert validation test reached 94% with very feasible criteria. while the practicality test was measured from the results of the students' response scores reaching 83% and the implementation of the syntax reaching 89%. During the implementation stage, the response of students reached 95.4%, the implementation of syntax reached 100%, and the response of the teacher reached a value of 97.7% with Very Practical criteria and the effectiveness test was measured through the recapitulation of the attitude journal, observation results, and student questionnaires which showed that this model not only improved attitudes in general, but also had a significant positive impact on individuals. It can be concluded that based on the series that has been carried out, the Experiential Learning-based Learning by Doing (LDEL) model is declared to meet the eligibility criteria to be used in the field as a character education model to increase the strengthening of students' empathy, cooperation and responsibility.

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1. INTRODUCTION

Education is a process designed to guide individuals in internalizing the values and norms that prevail in society. This process involves deliberate efforts from parents to help their children develop a strong sense of moral responsibility. Ki Hajar Dewantara, cited by Munib (2004:32) in the work of Syaparuddin and Elihami (2020), stated that education in general is an effort to enhance the development

of character (morality), intellect (thinking), and physical aspects of children. This shows that education plays a very important role in shaping a child's personality and abilities. On the other hand, the views of John Dewey, a renowned philosopher and educator, emphasize that education is not merely preparation for life, but an integral part of life itself (Adisel & Suryati. 2022). Thus, education can be understood as a holistic process that involves moral, intellectual, and physical aspects, all of which contribute to shaping a balanced and responsible individual.

One important attitude that needs to be instilled from an early age is a sense of social concern, which includes awareness and responsibility towards the environment and fellow human beings. However, amidst the rapid development of the times, the challenge of strengthening this social concern attitude is becoming greater. Our country is currently facing widespread concern regarding the decline of morality among the younger generation, which is further exacerbated by irresponsible individual actions (Yaumi, M. 2016). Moral issues that are rampant among teenagers, such as drug use, student brawls, and exposure to pornography, have become complex social problems that have not been fully addressed. These activities not only damage morals but also lead to criminal actions that have serious implications for society.

According to Safrudin et al. (2023), the global community is currently facing various social challenges, such as poverty, inequality, and environmental crises. Without a strong sense of social concern, efforts to address these issues will be very difficult. In the context of education, the current challenges, such as the lack of attention to character development and social values, contribute to the low awareness of social care, responsibility, and cooperation among students (Suwardani, N. P. 2020). Education that overly focuses on cognitive aspects and academic achievements often neglects the importance of character formation and social attitudes (Harahap et al. 2024). This makes students not only lack empathy towards others but also unprepared to face the social challenges around them.

Some situations show a lack of social concern in the community. For example, when a friend or someone experiences a disaster, the first reaction is not to help, but rather the opposite. Some individuals are actually more focused on capturing the moment by recording videos, taking photos, or spreading it through social media (Zamroni, M. 2017). As a result, many students lack empathy, concern for their surroundings, and social responsibility. The low level of social awareness among students can have negative impacts, including on their ability to interact positively with their surroundings (Marfu'ah, et al. 2024). Therefore, it is very important for education to play an active role in shaping students to be not only intellectually smart but also to have empathy and responsibility towards others. Thus, holistic education oriented towards character development can help create a generation that is more caring, responsible, and capable of making positive contributions in facing complex social challenges.

Al-Hidayah Sutam Junior High School (SMP) located in Bandung Regency plays a very important role as an educational institution in shaping and developing a sense of social care among its students. According to IK, SMP Al-Hidayah Sutam has flagship programs specifically designed to strengthen the social awareness of its students, reflecting the school's commitment to character building and the development of good citizenship qualities. These programs include social activities that are separate from academic activities. Strengthening social concern attitudes at SMP Al-Hidayah Sutam Ciparay is an action taken in response to the challenges and problems faced by students, such as low self-centeredness, lack of empathy and sympathy, social environmental influences, and lack of cooperation within the school environment. This step is taken with the aim of addressing these various issues and building a strong foundation for the younger generation to have a better social concern attitude. To achieve this, the development of a learning model used in the process of strengthening students' social care attitudes at SMP Al-Hidayah Sutam is also needed. To achieve the results of the social care action program at SMP Al-Hidayah Sutam Ciparay, the Learning by Doing model is used as an approach tool for the social care action program during its implementation phase. this model also encourages cooperation and communication among students, which are important skills in building positive social relationships. Through this hands-on experience, students will be able to understand the real implications of citizenship concepts and develop the attitudes necessary to become responsible citizens (Santoso, G. 2022).

The Learning by Doing model was proposed by John Dewey, who explained that in the learning process, individuals must experience what they are learning or take action in real situations. This approach emphasizes the importance of direct experience and real actions in learning. Herniati (2017) in Surahman and Fauziati (2021) states that Learning by Doing is a learning model that emphasizes the active role of students. Thus, students can directly experience or perform and access information related to the material presented by the teacher, allowing them to see and feel it themselves during the learning process.

However, the Learning by Doing model is often less effective in carrying out social care actions because it lacks the structure and guidance necessary to handle complex social situations. In the context of social care actions, students need more directed guidance and thorough preparation to face various unexpected situations. Without the development of a model that involves prior training and clearer guidance, students may struggle to participate effectively and achieve the activity's goals optimally. Therefore, it is important to develop this model to include aspects such as initial training, in-depth reflection, and systematic evaluation to ensure that students can apply the concept of social concern more effectively and structured.

The researchers are trying to develop a Learning by Doing teaching model based on Experiential Learning. These two models are closely related because Learning by Doing invites students to engage directly in various practical activities, while Experiential Learning emphasizes that real experiences are the main component in the learning process. According to Kastawaningtyas and Martini (2017), the Experiential Learning model is an approach that actively involves students in the learning process through experience. This approach emphasizes the importance of a harmonious relationship between learning, working, and other learning activities to create or discover the desired knowledge.

By combining these two approaches, students are not only actively engaged in direct activities but are also encouraged to reflect on their experiences, understand the meaning behind each activity, and integrate that knowledge into real-life contexts. The development of the Learning by Doing model based on Experiential Learning to enhance students' social awareness is very important because this approach allows for deep learning by linking theoretical knowledge with real experiences, thereby encouraging students to actively participate in real-world activities and shaping positive values and attitudes towards the social environment of the learners.

2. METHODS

The method used in this research is research and development (R&D). Based on Sugiyono, D. (2013), this R&D method is used to develop certain products and test the feasibility, practicality, and effectiveness of the developed products. This research and development method (R&D) uses the ADDIE model by Dick and Carry. Procedurally, the development is carried out through five steps (Syahid, et al. 2024). First, the analysis stage, where the needs of teachers and students are analyzed. Second, the design stage, which involves product design. Third, the development stage, where the product is developed. Fourth, the implementation stage, which is the application of the developed product in the field. Lastly, the evaluation stage, where the product is evaluated from start to finish at every stage of the process. The results of this research and development include two products, namely (a) the syntax of the experiential learning model known as learning by doing, and (b) a guidebook for the use of that model. Which is complemented by feasibility, practicality, and effectiveness testing to determine the viability of the produced products.

3. FINDINGS AND DISCUSSION

FINDINGS

The subjects in this research and product development are ninth-grade students at SMP Al-Hidayah Sutam, Ciparay, Bandung Regency. The developed product is a learning by doing model syntax based on experiential learning to enhance the strengthening of social care attitudes, as well as a model usage guidebook. The research and development process follows the ADDIE model procedure,

which includes analysis, design, development, implementation, and evaluation. Here are the results of the research and development conducted by the researchers.

A. Analysis

At this stage, researchers carried out a needs analysis to understand the needs and conditions that existed before designing the development product. Analysis activities were carried out at Al-Hidayah Sutam Ciparay Junior High School to understand the analysis activities, which included: a) literature study to find out the existence of a social care action program at school, and b) interviews with teachers and students to identify the needs of the product to be developed. This stage aims to design an experiential learning-based Learning by Doing (LDEL) model according to the needs at school. . The model design in this development is also adjusted based on the analysis of interview results, field studies, student characteristics, and product development goals.

B. Design

At the design stage, the main goal is to design and design products Rosyid, et al (2020). This design will produce a model that can provide effective solutions in accordance with the development objectives. The following are the results of the design of the Experiential Learning-based Learning by Doing model (LDEL).

1) Preparation

At this stage, the teacher prepares everything needed for the learning process.

Activity:

- a) The teacher designs social care action activities by formulating a clear and structured concept. This plan includes the objectives of the activity, the targets to be achieved, the form of action to be taken, as well as the budget and schedule for the activity.
- b) The teacher conveyed information about the social care action activities to all school members. This information is conveyed through various communication channels such as school meetings, announcements on bulletin boards, emails, and the school's social media.

2) Exploration of Learning Topics

This stage is the beginning of the learning process where students are encouraged to explore and delve into various concepts and issues related to the topic being studied.

Activity:

- a) The teacher explains the basic concept of social care, explaining the importance of empathy, cooperation, and social responsibility in everyday life.
- b) Students listen and pay attention during the lesson, ask questions, and share their opinions.

3) Concrete Experience

In this stage, students are involved in real activities that allow them to feel and directly experience the events or issues being studied.

Activity:

- a) The teacher gives students the opportunity to share their experiences from previous social action activities. For example, the impact of the activity on oneself.
- b) Students recount concrete experiences they have had, such as when they participated in social service activities in their surroundings.

4) Reflective Observation

After engaging in concrete activities, students are invited to reflect on and observe the experience.

Activity:

- a) The teacher gives instructions to the students to observe and fill out the initial observation sheet related to the activities that have been carried out from the social action activities.
- b) Students complete the initial observation sheet to evaluate the events or activities that have occurred, identifying both the successful and less successful aspects.

5) Abstract Conceptualization

At this stage, students use the results of reflection from concrete experiences to build more general abstract concepts and theories.

Activity:

- a) Students analyze the results of reflections from concrete experiences to build more general abstract concepts and theories, present findings from initial observations, and begin formulating new principles or ideas that can explain those experiences.

6) Active Experimentation

Students apply the abstract concepts and theories that have been developed to real-life situations.

Activity:

- a) The teacher provides an explanation regarding the activities that will be carried out. For example, the students will go into the field to carry out a social care action.
- b) Students are directed to collect the donations that have been prepared to be distributed to those in need.
- c) The teacher instructed the students to form 2 groups for the social care action activity.
- d) The students formed 2 groups to complete the task together.
- e) The teacher gives the two groups the opportunity to choose and express their opinions regarding the target area for the social care action activities.
- f) Each group is accompanied by 1 Teacher
- g) Students are directed to the target area.
- h) Students are given the opportunity to contribute in the target area.
- i) The teacher accompanies each group to supervise, provide guidance, and assist when needed.
- j) The teacher gives students the opportunity to share and exchange ideas with friends about what is happening in the field.
- k) Students discuss and ask each other questions with the teacher and friends.
- l) After the donation is given, the teacher directs the students to return to school.

7) Observation and Feedback

Assessment is conducted on the performance or results of activities or projects. Teachers and students together evaluate what has been achieved and what still needs to be improved.

Activity:

- a) The teacher directs the students to fill out and observe the activities in the field on the observation sheet.
- b) Each group discusses and records activity reports on the observation sheet and exchanges information with the members of their own group.
- c) The teacher gives each group the opportunity to present and compare their new findings with previous experiences.
- d) Students present the results of the group observation.
- e) The teacher identifies areas that require improvement or further development.

8) Further Observation and Reflection

This stage involves further evaluation and deep reflection after the main activities or learning experiences.

Activity:

- a) The teacher provides an evaluation to the students regarding the activities that have been carried out.
- b) The teacher gives students the opportunity to present the conclusions from the social care action activities.

C. Development

The next step is the development phase. This stage aims to ensure that the developed model syntax can effectively meet educational needs and objectives (Anisa, et al. 2024). In the development process

stage, it consists of (1) Validity testing by experts, aimed at assessing the feasibility of the product, and (2) Small group trials, aimed at evaluating the practicality level of the developed product.

1. Validation test

Product validation tests are conducted by three validators with specialized expertise, namely: model expert validator, content expert validator, and media expert validator. Each validator plays an important role in assessing the feasibility of the developed product.

a. Results of the Expert Model Feasibility Test

This model was validated by an expert lecturer in the field of Citizenship Education. The validation process was conducted by Dr. Didik Sukriono, SH., M.Hum. The purpose of this model validation is to assess the validity level across 4 evaluation aspects using a scale of 1-5 and a total of 27 items.

Table 1. Model Expert Assessment Results.

No	Aspect	Total Score	Max Score
1	suitability of model development	32	35
2	Conformity with the principles of the model	37	40
3	Suitability between models	29	30
4	Suitability to the characteristics	29	30
Total Score		127	135
Total eligibility		94%	

Based on the assessment results from the model experts, a score of 127 out of a maximum score of 135 was obtained. Then it was converted into a percentage of 94%, which falls within the interval class of 81-100, with the criteria of Very Highly Eligible.

2. Small group trial

The product trial phase was conducted through a school program called SIRUBI (Siswa Guru Berbagi) at SMP Al-hidayah Sutam Ciparay, Bandung Regency. The research was conducted at SMP Al-hidayah Sutam Ciparay, class IX, with a total of 10 students. In this trial phase, it is conducted to determine the practicality level of the developed model. The initial trial consisted of 3 stages, namely (1) planning stage (2) implementation stage and (3) reflection stage. The following is an explanation of the 3 stages.

a. Planning stage

This planning stage is the initial step before the implementation of social care action activities using the Learning by Doing model based on Experiential Learning. Several activities carried out in this planning stage include: 1) The researcher held a joint discussion on the procedures for implementing the syntax of the developed learning model; 2) The researcher provided a user manual to the teachers; 3) The researcher prepared observation instruments to assess the implementation of the syntax.

b. Implementation

At this stage, teachers and students carry out social care actions using the model developed by the researcher. To measure the effectiveness of the model in a small group trial, the researcher conducted observations to assess the implementation of the model's syntax using the evaluation options "implemented" and "not implemented."

Table 2. Results of Observation of Syntax Implementation on small group trials

No	Model Steps	Total Score	Max Score
1	Preparation	2	2
2	Exploration of Learning Topics	2	2
3	Concrete Experience	1	2
4	Reflective Observation	2	2
5	Abstract Conceptualization	1	1
6	Active Experimentation	10	12
7	Evaluation and Feedback	5	5
8	Further Observation and Reflection	2	2
Total Score		25	28
Average score		89%	

The observation results obtained a score of 24 out of a maximum of 27, with a material assessment percentage reaching 89%. This places it in the interval range of 81-100, which corresponds to the criteria of Very practical.

c. Reflection

At this stage, the researcher provides a response questionnaire to the students to fill out. Where the researcher can determine the practicality of the developed model from the response scores. The researcher evaluated 3 measured aspects, consisting of 15 assessment items on a scale of 1-4.

Table 3. Results of Learner Response to Small Group Trials.

No	Aspect	Total Score	Max Score	Presentasion (%)
1	Empathy	158	200	91,5
2	Responsibilities	165	200	91
3	Collaboration	167	200	89,5
Total Score		500	600	272
Average score		83%		

The results of the student response questionnaire obtained a score of 500 out of a maximum score of 600, which means the percentage of material assessment reached 83%. This percentage places the assessment results within the interval range of 81-100, which is categorized as Very practical.

D. Implementation

The implementation of the Learning by Doing model based on Experiential Learning was used in the school program SIRUBI(Siswa Guru Berbagi) on a larger scale on November 28, 2024, for ninth-grade students at SMP Al-Hidayah Sutam Ciparay, Bandung Regency, with a total of 39 students. In the implementation stage, there are 3 phases: (1) observation of model implementation, (2) student responses, (3) teacher responses to the model, (4) analysis of the model's practicality test results, (5) analysis of the model's effectiveness test results.

1. Observation of Syntax Implementation

The researcher observed the implementation of the 8 syntaxes, which consist of: 2 activities in the Preparation syntax, 2 activities in the Exploration of Learning Topics syntax, 2 activities in the Concrete Experience syntax, 2 activities in the Reflective Observation syntax, 1 activity in the Abstract Conceptualization syntax, 12 activities in the Active Experimentation syntax, 5 activities in the Evaluation and Feedback syntax, and 2 activities in the Further Observation and Reflection syntax.

Table 4. Results of Observation of Syntax Implementation on Product Implementation.

No	Model Steps	Total Score	Max Score
1	Preparation	2	2
2	Exploration of Learning Topics	2	2
3	Concrete Experience	2	2
4	Reflective Observation	2	2
5	Abstract Conceptualization	1	1
6	Active Experimentation	12	12
7	Evaluation and Feedback	5	5
8	Further Observation and Reflection	2	2
Total Score		28	28
Average score		100%	

The results of the observation show that the total score obtained is very perfect with a value of 28 out of a maximum total of 28, with a material assessment percentage reaching 100%. Indicating that the score obtained falls within the range of 81-100, which meets the criteria of Very Practical.

2. Student Responses

In this study, the researcher has distributed response questionnaires to students to evaluate the practicality of the implemented model. The questionnaire consists of 15 questions, divided into 3 aspects: empathy, cooperation, and responsibility, with a scale of 1-4.

Table 5. Results of Learner Response to Product Implementation.

No	Aspect	Total Score	Max Score	Presentasion (%)
1	Empathy	741	780	95
2	Responsibilities	740	780	95
3	Collaboration	751	780	96
Total Score		2232	2340	286
Average score		95,4%		

Based on the results, the students' responses scored 2.871 out of a maximum score of 3.084, with a percentage rating of 93%. The score obtained falls within the interval class of 80-100 with the criterion of Very Practical.

3. Teacher's Response to the Model

To measure the practicality level of the model according to teacher responses, it was conducted by Iis Kurnaeti, M. Pd. and Asri Rahmawati, S.Pd using a response questionnaire. The distributed questionnaire consists of 11 questions divided into 2 aspects with a scale of 1-4.

Table 6. Results of Teacher Response to Experiential Learning Based Learning By Doing Learning Model (LDEL).

No	Aspect	Total Score	Max Score	Presentasion (%)
1	Model Feasibility	62	64	95
2	Model Effect	24	24	93,3
Total Score		86	88	188,3
Average score			97,7%	

Based on the teacher response instrument data above, it can be seen that the total score is 86 out of a maximum total of 88, which can be expressed as 97.7%. The score obtained within the interval range of 81-100 is categorized as Very Practical.

4. Analysis of effectiveness test results

The effectiveness of the learning model can be measured using the results from the distribution of questionnaires conducted at pre-implementation and post-implementation. At the pre-implementation stage, the questionnaire aims to collect initial data on learners' perceptions of the model. This is important to understand learners' expectations and readiness before they engage in the learning process. After the model is implemented, the same or similar questionnaire is used to measure the impact of the model on learners.

By comparing the results of these two stages, we can gain a clear insight into the perception and impact of the model on learning. For example, if there is a significant increase in material understanding or learner engagement after implementation, this indicates that the model is effective. Conversely, if there is no change or even a decrease, this could be an indicator that the model needs to be improved or adjusted to better suit learners' needs. The following is a table of recapitulation of the results of students' responses to the differences in the social care attitudes of pre-implementation and post-implementation students using the Experiential Learning-based Learning by Doing model.

Table 7. The results of the difference in the social care attitude of students before and after using the Experiential Learning-based Learning by Doing model

No	Student Name	Pre-Implem entation Score	Post-Implem entation Score	Ascension	Max Score	Pre-Implem entation Criteria	Post- Implem entation Criteria
1	AS	47	56	9	60	Very Caring	Very Caring
2	AD	47	57	10	60	Very Caring	Very Caring

3	AN	50	60	10	60	Very Caring	Very Caring
4	AMT	46	53	7	60	Very Caring	Very Caring
5	BWRB	45	59	14	60	Care	Very Caring
6	D	46	57	11	60	Very Caring	Very Caring
7	DD	46	60	14	60	Very Caring	Very Caring
8	DT	46	59	13	60	Very Caring	Very Caring
9	DKA	45	58	13	60	Care	Very Caring
10	FAM	47	55	8	60	Very Caring	Very Caring
11	FS	43	55	12	60	Care	Very Caring
12	GRJ	50	60	10	60	Very Caring	Very Caring
13	IM	47	57	10	60	Very Caring	Very Caring
14	JD	48	55	7	60	Very Caring	Very Caring
15	LM	48	56	8	60	Very Caring	Very Caring
16	MM	48	60	12	60	Very Caring	Very Caring
17	MEA	49	57	8	60	Very Caring	Very Caring
18	MRA	48	60	12	60	Very Caring	Very Caring
19	MRI	47	60	13	60	Very Caring	Very Caring
20	MFA	49	60	11	60	Very Caring	Very Caring
21	MR	49	60	11	60	Very Caring	Very Caring
22	NNL	45	56	11	60	Care	Very Caring
23	NSN	47	55	8	60	Very Caring	Very Caring
24	NM	48	56	8	60	Very Caring	Very Caring
25	N	48	54	6	60	Very Caring	Very Caring
26	RTR	48	55	7	60	Very Caring	Very Caring
27	RR	48	57	9	60	Very Caring	Very Caring
28	RPR	50	58	8	60	Very Caring	Very Caring
29	RM	47	57	10	60	Very Caring	Very Caring
30	RA	47	57	10	60	Very Caring	Very Caring
31	SA	47	56	9	60	Very Caring	Very Caring
32	SN	50	58	8	60	Very Caring	Very Caring
33	SE	50	58	8	60	Very Caring	Very Caring
34	SIK	49	54	5	60	Very Caring	Very Caring
35	SNA	51	60	9	60	Very Caring	Very Caring
36	SO	50	57	7	60	Very Caring	Very Caring

37	SS	50	57	7	60	Very Caring	Very Caring
38	TN	48	56	8	60	Very Caring	Very Caring
39	YAP	47	57	10	60	Very Caring	Very Caring

Based on the observation results, 35 students met the criteria for Very Caring and 4 students met the criteria for Caring. This shows that the majority of students experienced significant development in the social caring attitude of learners. Prior to implementation, most learners were in the Caring category, with scores varying between 43 to 51. However, after the implementation of the learning model, the majority of learners showed significant improvement in social caring attitude, with post-implementation scores approaching or reaching the maximum score (60). This led to most learners falling into the Very Caring category.

For example, learners such as Bayu Wenang experienced a 14-point increase in score, from 45 (the "Caring" category) to 59 (the "Very Caring" category). Other learners, such as Dastan D, reached the maximum score of 60 after experiencing a 14-point increase from the initial score of 46. Even learners who were already in the "Very Caring" category, such as Safitri and Destini, still showed an increase in score, although the increase was smaller (9-10 points).

Overall, this data shows that the implementation of the Experiential Learning-based Learning by Doing (LDEL) model succeeded in significantly improving learners' social caring attitude. This can be seen from the increase in the average score and the shift of the majority of learners to the "Very Caring" category. This learning model is proven effective in building learners' social awareness and empathy.

E. Evaluation Stage

The evaluation stage is carried out at each development process which includes, evaluation and revision after obtaining validation from model experts. Furthermore, evaluation based on teacher responses to the model and evaluation of researcher observation results. This process aims to ensure that the resulting product is not only theoretically valid, but also practical and useful in its application in the field.

In each step of developing the model developed, no evaluation was carried out, so that each step only focused on designing and implementing the model without considering feedback or assessment of the effectiveness and quality of the results.

DISCUSSION

The idea of active learning sometimes known as Learning by Doing was created by Dewey's theory. Dewey who was the founder of the Dewey School, implemented the idea of learning by doing, which requires students to actively and naturally participate in the learning process. This is a result of students' natural interest in topics they do not understand, which motivates them to fully participate in the educational process. John Dewey introduced the paradigm of learning by doing in Anis Santi, S. (2014). John Dewey explains that in order for individuals to learn, they must practice what they have learned or take actions that return them to their initial state. This approach emphasizes the importance of direct experience and real action in learning.

The experiential learning model is based on David Kolb's theory. This model is not the same as the concept of "learning from experience" because in experiential learning, "experience" has a different context. In experiential learning, experience is used as the core of the learning process which involves a cycle of reflection, conceptualization, and active experimentation to develop a deep and applicable understanding. Indrawan, M. I. (2017) states that Experience is an understanding of something that is felt and lived. Through appreciation and direct involvement in a situation, a person can gain experience, skills, or values that become part of their potential.

According to Reigeluth, C, M. (2017) states that "Learner-centered education's theoretical underpinnings The idea that people interpret information and experiences in their own unique ways is

the foundation of learner-centered education. We all see, feel, and think about the world in various ways because we are all unique in our nature (a mix of our DNA) and nurture (experiences). This belief's theoretical underpinnings come from cognitivism”.

At the core of learner-centered education is the belief that each individual understands or gives meaning to information and experiences based on their unique perspective. It recognizes that everyone has a different nature (combination of DNA) and upbringing (life experiences), which shapes the way they perceive, feel and think about the world. Because of this uniqueness, learning approaches must be customized to meet the needs and potential of each individual. By valuing these differences, learner-centered education seeks to create an environment where each student can develop according to their abilities and interests, so that they can achieve a deeper and more personalized understanding of the material being studied.

The above discussion is based on the theoretical beliefs derived from cognitivism; According to cognitivist theories like information processing theory, schema theory, and mental models, every learner processes information differently depending on their background knowledge and experiences. Which states that cognitivist theories, such as information processing theory, schema theory, and mental models, provide a deep understanding of how learners process information. Each individual has a unique way of understanding and remembering information, which is strongly influenced by previous experiences and knowledge.

The discussion according to Reigeluth, C. M. (2017) is in line with Bates, A. T., & Bates, A. W. (2015). Learning by doing and experiential learning are two approaches that fall under the category of 'experiential learning'. They are interrelated as they use experiential methods to assist students in developing their attitudes, knowledge and skills through hands-on practice and reflection processes. According to Samani and Hariyanto (2012: 51) in Cahyono, B. E., & Jadmiko, R. S. (2023) Explains that there are several indicators that can be used to describe the character of social care, namely:

- a. Polite treatment of others shows the importance of appreciating and respecting each individual, which is the basis of healthy social interaction.
- b. Polite actions reflect politeness in daily behavior, which can improve relationships between individuals.
- c. Tolerance of differences emphasizes acceptance and respect for diversity, whether in terms of culture, views or beliefs.
- d. Not taking advantage of others means interacting with integrity, without taking advantage of others' weaknesses or situations.
- e. The ability to cooperate is an essential skill that enables individuals to collaborate and achieve common goals.
- f. Willingness to participate in community activities demonstrates an individual's commitment to the well-being of the community and the improvement of the shared quality of life.

By learning through direct experience, learners can make the experience a valuable learning resource. For example, when students conduct active experiments, they not only memorize theories, but also understand and internalize concepts through practice. This experience helps them connect theoretical knowledge with practical applications, which ultimately enriches their learning process. This approach is in line with the principle of learner-centered education, which provides opportunities for learners to develop deep and meaningful understanding through direct interaction with learning materials. These real-life experiences also shape attitudes and values that are important in everyday life.

In this research and development, researchers also want to measure whether the experiential learning-based learning by doing model can increase the strengthening of social care attitudes or not, such as reinforcement theory, which is heavily influenced by B.F. Skinner (Aprilianto, A., & Fatikh, A. 2024). It emphasizes the importance of providing consequences that reinforce desired behavior. In an educational context, this means that positive behaviors exhibited by learners are reinforced through

rewards or praise. This theory focuses on the relationship between actions and consequences and believes that behavior can be shaped and improved through systematic reinforcement.

Through the development stages that have been carried out, the final product in the form of a Learning by Doing model based on Experiential Learning(LDEL) has been obtained to enhance students' social care attitudes. This model has also been tested by several experts both theoretically and empirically, so it can be said to be suitable for use as one of the character education models in schools. This product has advantages and disadvantages, including;

a. The advantages of the product in the form of a Learning by Doing Model based on Experiential Learning (Munawaroh, F. 2023). Here are some advantages of the character education model:

- 1) The main advantage The Learning by Doing model based on Experiential Learning(LDEL) for character education focuses on the formation of strong moral and ethical values, which helps students become socially caring individuals.
- 2) Through character education, students are taught social skills such as empathy, cooperation, and effective communication, which are very important in daily life and in the workplace.
- 3) The Learning by Doing model based on Experiential Learning(LDEL) creates an inclusive and positive school culture, where students feel valued and supported, which in turn enhances their engagement and motivation in learning.
- 4) By emphasizing values relevant to everyday life, the character education model prepares students to become responsible and productive citizens.
- 5) The Learning by Doing model based on Experiential Learning(LDEL) is quite practical to use, because the syntax is easy to understand.
- 6) This model trains students to be brave enough to speak in front of many people.
- 7) Continuous syntax
- 8) Learning by doing prevents students from getting bored because this model allows students to participate in learning outside the classroom.
- 9) Suitable for use in both formal and informal education.

b. The product's shortcomings are in the form of Model Learning by Doing based on Experiential Learning(LDEL) In addition to the advantages of this model, there are also several weaknesses that need to be considered.

- 1) Needs adequate resources and facilities to carry out practical activities.
- 2) Experience-based activities often take longer compared to traditional methods.
- 3) Needs teachers who are ready and trained to manage and facilitate experiential learning.

4. CONCLUSION

The research titled "Development of a Learning by Doing Model Based on Experiential Learning to Enhance Students' Social Care Attitude at SMP Al-Hidayah Sutam, Bandung Regency" is a development study that applies the ADDIE Model. The research process was conducted systematically, resulting in a final product in the form of a Learning by Doing model based on Experiential Learning, designed according to the principles of the ADDIE Model development research.

The model developed in this research has been assessed and validated by three experts, who provided an excellent product feasibility evaluation. The results of the small group trials and implementation show that the Learning by Doing model based on Experiential Learning was well

received by potential users and was deemed very practical. The results of the observations conducted by the researchers regarding the effectiveness test met the criteria of Very Effective.

The average results of the model expert validation reached 94%, the material expert validation 89%, and the media expert validation 95%, resulting in a total feasibility score of 97% with a very feasible criterion. At the small-scale trial stage, the response from students reached 83% and the implementation of the syntax reached 89%. At the implementation stage, student responses reached 95.4%, syntax implementation reached 100%, and teacher responses reached 97.7%. From the combined scores of this stage, it received 93%. Therefore, this percentage places it in the 80-100 interval class, which falls under the Very Practical criteria.

The recapitulation of the results of distributing questionnaires to students shows that the Learning by Doing model based on Experiential Learning (LDEL) is proven to be effective in improving students' social care attitudes. The significant increase in the learners' attitude category reflects the success of the model in building empathy, cooperation, and responsibility among students. With a more practical and interactive approach, learners can directly feel the impact of their actions, thus encouraging them to care more about the social environment around them..

Suggestion

Some recommendations for utilizing and developing the Learning by Doing model based on Experiential Learning (LDEL) are as follows:

A. Utilization Suggestions

In order for the Learning by Doing model based on Experiential Learning to be optimally utilized in the learning process, the following recommendations are suggested:

- 1) Understanding in depth the Learning by Doing model based on Experiential Learning (LDEL) by quickly reading the available usage guide.
- 2) Preparing all the learning resources needed in the learning process to support the planned activities.
- 3) Adjusting the learning model to the conditions and environment where the students live to make it more relevant and effective.
- 4) Designing learning by considering optimal time allocation to ensure all implementation stages run smoothly.
- 5) Teachers are expected to pay more attention to and monitor the collaborative process of students to address the issue of lack of active participation from some students in their groups.

B. Ideas for Dissemination

- 1) To see how effective this model is in different situations, carry out field tests on a bigger scale. The model must be modified to fit the demands and features of each learner group as a whole if it is to be applied at different educational levels.

C. Ideas for Additional Product Development

- 1) Creating this model to be used at different school levels that cover a larger range of classes in order to gather information on the learning model's usefulness and efficacy in diverse settings.
- 2) To make sure the model stays applicable and successful in a range of learning contexts, it will be improved in response to trial results and input from different educational levels.

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