

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories from the experts about perceptions, experiential learning, learning opportunities, study excursion, and generic skills.

2.1 Perceptions

According to Thoha (2002, p. 123), defined perception as the cognitive process experienced by everyone to understand the information about the environment through seeing, hearing, feeling, and smell. Perception is a process where a person organizes and interprets the impression of five senses in order to give means for their environment (Robbins, 1998, p.64) . In addition, Roucek (1987, p. 22) defined perception is the process of aware of existence perception of something and give a response.

From three definitions above, the writer concluded that perception is the process to give a response experienced by everyone about their environment.

2.2 Study Excursions

Study excursion or field trip is defined as an off-site activity that includes overnight travel and or accommodation (Lakeland, 2012, p.2). Krakowaka (2012, p.236) defined an excursion is any learning experience that occurs outside a classroom. In addition, according to Beirsdorfer and Davis (1994) cited in Higgins et.al (2012, p.168), an excursion as “part of a day, a day long, or a weekend long excursion can be a simple guided tour an area of interest, or it may include the conducting of an active research oriented (inquiry type) field project.

From the three definitions above, an excursion or field trip is an off-site activity overnight travel which is done by the students for study and learning in long day or long weekend.

2.2.1 The Advantages and Disadvantages of Study Excursion

2.2.1.1 The Advantages of Study Excursion

According to Nabors et.al (2009, p.662) the benefits of study excursion are as follows; study excursion strengthen student observation skills by immersing children into sensory activities, study excursion also help increase children's knowledge in a particular subject area, finally the study excursion expand students' awareness of their own community. Meanwhile, according to Wright cited in Higgins et.al (1996, p.117), stated that the benefits of study excursion are as follows:

1. To make important connections between the theoretical knowledge learned in the lecture theatre and real life, "at a depth that cannot be gained through books and lectures alone".
2. To understand abstract concepts.
3. To encourage to think critically and creatively beyond the parameters of the classroom environment.
4. To challenge their preconceived notions and stereotypes and to actively engage with the theoretical knowledge that they have mastered.

Similarly, Shakil et.al (2011, p. 4), stated that benefits derived from study excursion are as follows:

1. Hands-on real world experiences
2. Quality of education
3. Positive attitudes to science and motivation towards the subject
4. Improvement of the socialization between students which would impinge on the classroom
5. Development of rapport between teachers and students
6. Enabling teachers to utilize other learning strategies such as cooperative learning.

Other scholars view study excursion as an extended learning program in such a way that the students not only understand about the concept, but also

manifest it to the real world. According to Sanders cited in Shakil et.al (2011, p. 2), a study excursion is a wonderful way to extend a learning experience in such a way that the students not only understand the concept, but also understand how it connects to their world. Powell cited in Shakil et.al (2011, p. 2) defines that study excursions are vital for students to have a chance to view and explore historical places and different social institutions. In addition, Sampath (2006) describes that during the field the pupil has concrete learning experiences in a real situation which has been undertaken with specific purpose.

Study excursion also provides helpful learning experience to develop the complete personality of students like their physical, mental social and emotional development. Besides it, students should have first-hand experiences and to explore the world, being interact with what they are learning, doing observations to enhance students mental, helping to control or showing balanced emotions in different type of situations.

2.2.1.2 The Disadvantages of Study Excursion

Some scholars found some problematic issues regarding the use of study excursion as a media of learning. Scarce cited in Higgins et.al (1996, p.224-225), noticed some problems of study excursion such as logistics, transport, insurance, ethics, access to the field trip site, cost, and lacks of support from the school administration and time burdens on both the students. Similarly, Nashruddin cited in Sagala (2007, p. 215) stated that study excursion method has the following problems:

1. The necessary facilities and the cost of used, hard to provide by students or school.
2. Extremely require preparation or good planning.
3. Requires coordination with the teacher to avoid problems during field trip activities.
4. In a field trip, recreational element more often become the priority, and ignores the study element.

5. Difficult to manage a lot of students on the way and difficult to direct them during the field trip.

In addition, according to Prihatin (2008, p. 42-43) cited in Riyanto (2013, p. 3) the consequences of study excursion are as follows:

1. Need preparation which engage many sides
2. Need good planning and preparation
3. Need extra monitoring during field trip
4. Need expensive cost if visit far places
5. Need responsibilities from teacher and school for the student safety especially the far destinations and long trips.

2.2.2 The Implementation of Study Excursion

According to Mulyasa (2005, p.112) in order to make study excursion effective, there are several ways that needs to do, they are:

1. Planning (Pre-travel)

Planning (pre-travel) is the process of making a program as logic and sistematic for study excursion. Preparing a study excursion, the students consider about the destination with the budget, make division of task about who would be in charge of the financial, documentation, choose the destination, and etc.

2. Implementation (During Travel)

Implementation (during travel) is the action to achieve the goals assigned before in planning by noticed the purposes of this study excursion program. The students can implement what they have planned in the itinerary.

3. Reporting (Post-Travel)

Reporting (post-travel) is the end of study excursion program, and the students analyzed the purpose of study excursion program has attain or not, is there any problems found during travel, and make the study excursion report and note some tips for next students as the reference.

From definition above, there are three ways of study excursion they are planning (pre-travel), implementation (during travel), and reporting (post-travel). Those ways are used by the students as the guidelines to do study excursion.

2.3 Experiential Learning

Experiential learning offers students opportunities to learn in real-world settings outside the classroom. The experiential learning could be gotten from services learning, internship, semester abroad, and short term study excursion. According to Holtzman (2011, p. 2), there are four categories in experiential learning as follows: A “once-in- a-lifetime” opportunity, increase the students’ knowledge, aid the students’ future careers, and offer an experiential learning opportunity that could not be gained in the classroom. In addition, according to Balci (2010), the students can know how theoretical knowledge is applied to practical knowledge.

2.4 Generic Skills

Generic skills are also known by many other terms such as soft skills, common skills, essential skills, employability skills, basic skills, necessary skills, competencies skills, and transferable skills (Hasan, et.al, 2008).

Some scholars such as Harvey (2000), Pearce and Foster (2007) defined generic skills as applied skills that include a wide range of abilities such as cognitive, managerial, and communicative skills.

According to Dunne and Carre (2000), Generic skills can be presented in four broad areas of management skills namely management of self, management of others, management of task, and management of information.

Generic skills can be developed through formal education as well as in other contexts which is reflected in the texts of university (Pearce and Foster, 2007, p. 4). Crosbie (2005), listed the eight soft skills/generic skills that are needed by individual as follows: collaboration or teamwork, communication

skills, Initiative, leadership ability, people development or coaching, personal effectiveness or personal mastery, planning and organizing, presentation skills.

Similarly, (Pearce and Foster, 2007, p.4), generic skills includes such abilities as identifying and solving problems, managing time well, communicating with a range of audiences, persuading others, continuing one's learning and, among others, managing financial resources.

From the information above, it can be concluded that generic skills known by many other terms, it can also develop through formal education, by study excursion or field trip, and etc. To know it develops or not it can be seen by many skill as follows: cognitive, managerial, communicative skills, management of self, management of others, management of task, and management of information, collaboration or teamwork, communication skills, Initiative, leadership ability, people development or coaching, personal effectiveness or personal mastery, planning and organizing.

2.5 Studies on Generic Skills

Recent studies on generic skills concern informal educational role of travel in developing generic skills. Some studies found that many graduates lack skills in the areas of communication and the ability to apply learned knowledge. The studies reported that skills such as independence, adaptability, team solidity, interpersonal and communication and initiative skills were poorly developed.

Hansel's study (1998) revealed that students who travelled appeared more independent, more aware of their cultural identity as well as less egoistic and more flexible than their non-travelling counterparts. Other research findings have reported a wide range of generic skill related benefits of student travel. For example, Gmelch (1997) reported that university students who had experience of their trips abroad had developed their self-confidence, solving problem and survival (adptability/flexibility) skills.

Travel seems to improve internal motivation, self-initiated activity, involvement in the experience. These conditions for learning are very applicable

to many younger student travellers and the types of experiential travel they pursue (Murphy, 2001; Pearce, 1990). In a recent study, Pearce and Foster's study reported that the most frequently developed skill resulted from travelling was effective communication skills.

The information above reported that studies on generic skills can develop through study excursion, it also can develop self-confidence of students, can solve the problem during the trip, and make communication more effective.