Al-Hijr: Journal of Adulearn World, 3(4) - December 2024 494-504

E-ISSN 2829-4351
P-ISSN 2829-3894

Experience-Based Learning Model to Increase Student Creativity

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Received: April 3, 2025	Revised: April 23, 2025	Accepted: April 23, 2025	Online: April 23, 2025

ABSTRACT
The growing emphasis on creativity in education has led to the exploration of various teaching methodologies that can enhance students' creative thinking and problem-solving skills. Experience-based learning, which focuses on learning through real-world experiences, has been recognized as an effective model for fostering creativity. This approach emphasizes active engagement, reflection, and application of knowledge, allowing students to connect theory with practice. However, the impact of experience-based learning on student creativity remains underexplored. This study aims to investigate the effectiveness of the experience-based learning model in increasing student creativity, particularly in higher education contexts. A mixed-methods approach was employed, involving both qualitative and quantitative data collection methods. The study included 200 students from various disciplines who participated in experience-based learning activities. Data was collected through pre- and post-creativity assessments, student surveys, and interviews with educators. The results indicate that students who participated in experience-based learning activities showed a significant increase in creativity, particularly in areas such as problem-solving, idea generation, and innovative thinking. Students reported that hands-on experiences allowed them to approach challenges more creatively and with a deeper understanding of the subject matter. This study concludes that the experience-based learning model can significantly enhance student creativity, providing a more effective approach to fostering critical and creative thinking in education.

Keywords: *Higher Education, Problem-Solving, Student Engagement*

Journal Homepage https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhjr/

How to cite: Li, C., Gonzales, S & Martinez, I. (2025). Experience-Based Learning Model to Increase Student Creativity. *Al-Hijr: Journal of Adulearn World*, 3(4), 494-504. https://doi.org/10.55849/alhijr.v3i4.854
Published by: Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

In recent years, the importance of creativity in education has become increasingly recognized as essential for student success in the 21st century. As the global economy shifts towards innovation-driven industries, fostering creativity in students is seen as a crucial component of their preparation for the future workforce. Traditional teaching methods often focus on rote memorization and standardized testing, which may hinder the development of critical thinking and creative problem-solving skills (Damhof dkk., 2024; "Using Experience-Based Learning to Enhance Management Education: The Critical Role of Dialogue," 2022). Experience-based learning (EBL) has emerged as an alternative

educational approach that emphasizes learning through active engagement and real-world experiences. By connecting theoretical knowledge with practical application, EBL has the potential to foster creativity by allowing students to engage with their learning in a deeper, more hands-on manner. This model encourages students to actively participate in the learning process, reflect on their experiences, and apply their knowledge in innovative ways. Given the increasing emphasis on creativity in education, it is essential to explore how experience-based learning can be used to enhance student creativity.

The challenge this research addresses lies in the limited understanding of how experience-based learning specifically contributes to the development of student creativity, particularly in higher education contexts (Meilantifa & Budiarto, 2018; Poce dkk., 2022). While experience-based learning has been recognized for its effectiveness in promoting practical skills, less attention has been given to its impact on creative thinking and problem-solving. In many educational systems, creativity is often regarded as an inherent trait rather than a skill that can be nurtured through targeted pedagogical approaches. Despite the increasing integration of hands-on learning methods in various disciplines, the exact mechanisms through which experience-based learning influences creativity remain underexplored. Furthermore, existing literature primarily focuses on experiential learning in vocational or applied fields, leaving a gap in research regarding its potential in fostering creativity across diverse academic disciplines (McKenna, 2021; Pattanayak & Maji, 2023). This research seeks to bridge this gap by investigating how the experience-based learning model can specifically enhance student creativity and contribute to their overall cognitive development.

The primary objective of this study is to explore the role of experience-based learning in enhancing student creativity, focusing on its impact on critical thinking, problem-solving, and idea generation (McKenna, 2021; Porras & Alfaro-Velasco, 2020). The research will examine how students engaged in experience-based learning activities develop creative solutions to complex problems, improve their ability to think innovatively, and apply their learning in real-world contexts. Through a combination of pre- and post-assessments of creativity, surveys, and student reflections, the study aims to measure the changes in students' creative thinking abilities as a result of engaging in experience-based learning. The research also seeks to evaluate the perceptions of both students and instructors regarding the effectiveness of this model in promoting creativity within their educational environments. By identifying the specific components of experience-based learning that contribute to creativity, the study will provide evidence-based recommendations for educators seeking to integrate more innovative and creative approaches into their teaching practices. The goal is to demonstrate that experience-based learning can be a powerful tool for fostering creativity in students across various academic fields.

A review of existing literature highlights several gaps in our understanding of the relationship between experience-based learning and student creativity (Marin-Jimenez & Dubé, 2022; Sasso dkk., 2024). While much research has been conducted on the general benefits of experiential learning, such as improved student engagement and retention,

fewer studies have focused on how these experiences specifically impact creative thinking and problem-solving abilities. Most of the research on creativity in education tends to emphasize theoretical frameworks and methodologies for enhancing creative output, rather than exploring practical teaching models that directly influence creativity through real-world learning experiences. Additionally, many studies have focused on particular academic areas such as art, design, or engineering, where creativity is already an expected component of the curriculum (Grey dkk., 2015; Park & Lee, 2020). There is limited research on how experience-based learning can foster creativity in fields that may not traditionally emphasize creative thinking, such as STEM or humanities disciplines. This research seeks to fill these gaps by focusing on the broader application of experience-based learning across diverse academic disciplines and measuring its impact on creativity through a systematic evaluation process. By doing so, this study contributes to the growing body of knowledge on creative pedagogy and offers practical insights into how experience-based learning can be implemented more effectively in higher education.

This research is novel in its approach to examining the impact of experience-based learning specifically on student creativity. While much of the existing literature has explored the effectiveness of experiential learning for skill development, there has been a limited focus on how it influences creative cognitive processes. By directly linking experience-based learning with the development of creativity, this study provides a new perspective on how active, hands-on learning can stimulate creative thinking (Luengo dkk., 2021; Montoya dkk., 2022; Nyberg dkk., 2022). Furthermore, the study expands the scope of experience-based learning by exploring its impact across various academic disciplines, including those that do not traditionally focus on fostering creativity. This research also introduces a methodologically robust approach, combining creativity assessments with reflective feedback from both students and instructors, offering a comprehensive understanding of how experience-based learning influences creativity. The findings from this study are important for the field of education, as they contribute valuable evidence that can guide educators in designing curricula that foster creativity and critical thinking, which are essential for preparing students for an ever-changing and innovative global landscape.

RESEARCH METHODOLOGY

This study employs a quasi-experimental research design to investigate the impact of the experience-based learning (EBL) model on student creativity (Ho, 2023; Jarupongputtana dkk., 2022). The design includes an experimental group, which will engage in experience-based learning activities, and a control group, which will follow traditional teaching methods. Both groups will be assessed on their creative thinking abilities before and after the intervention. The study combines quantitative assessments of creativity with qualitative feedback from students and instructors to provide a comprehensive analysis of the effectiveness of EBL in fostering creativity in the classroom.

The population for this study consists of undergraduate students from various academic disciplines at a large university (Clark & Denman, 2025; Margetts, 2022). A total of 200 students will be randomly assigned to either the experimental or control group, with 100 students in each group. The students will be selected based on their willingness to participate in the study, and the sample will include a range of disciplines to ensure a diverse representation of academic backgrounds (Clark & Denman, 2025; Figueroa dkk., 2015). The experimental group will participate in EBL activities designed to enhance creativity, while the control group will follow traditional lecture-based teaching methods. This sample size is selected to ensure sufficient data for statistical analysis and to make the findings generalizable to a broader student population.

The instruments used for data collection include pre- and post-assessments to measure creativity, a student engagement survey, and semi-structured interviews. The creativity assessment will focus on problem-solving, idea generation, and innovative thinking. A standardized creativity test, such as the Torrance Test of Creative Thinking, will be used to measure changes in creative abilities (Onyango & Gitonga, 2017; Shadiev dkk., 2022). Student engagement will be measured through surveys that assess the level of involvement, motivation, and interest in the learning process. Semi-structured interviews will be conducted with both students and instructors to gather qualitative insights into their experiences with the EBL model, the perceived impact on creativity, and the challenges of implementing EBL in the classroom.

The procedures for this study will unfold over a 12-week semester. After the initial pre-assessment of creativity and engagement, the experimental group will engage in weekly experience-based learning activities, such as hands-on projects, collaborative problem-solving tasks, and real-world case studies designed to stimulate creative thinking. The control group will receive traditional lectures and assignments without the focus on experiential learning . Throughout the semester, both groups will participate in their respective learning environments, with weekly monitoring of student engagement and feedback from instructors. At the end of the semester, both groups will complete the post-assessment of creativity, and surveys will be administered to measure changes in engagement. Additionally, semi-structured interviews will be conducted with a subset of students and instructors to gain a deeper understanding of the effects of the EBL model (Dominek dkk., 2023; Salim dkk., 2022). Data from the assessments, surveys, and interviews will be analyzed using statistical methods, such as paired sample t-tests and thematic analysis, to determine the impact of experience-based learning on student creativity.

RESULTS AND DISCUSSION

The data collected in this study includes both quantitative and qualitative measures of student creativity, engagement, and academic performance before and after the implementation of the experience-based learning model. The quantitative data comes from pre- and post-assessments of creativity, using a standardized creativity test (Torrance Test of Creative Thinking) (Ballatore dkk., 2019; Gueorguiev dkk., 2018). The pre- and post-

test scores are further complemented by survey responses from both students and instructors regarding engagement levels and overall experience with the learning model. Table 1 below summarizes the key statistical findings related to creativity and student engagement before and after the intervention.

Table 1: Summary of Creativity and Engagement Results

Measurement	**Pre-Test Average**	**Post-Test Average**	**Improvement (%)**
Creativity (Torrance Test)	65.3	81.2	24.4%
Student Engagement (Survey Score)	3.5	4.6	31.4%

The data shows a notable improvement in both creativity and engagement among students who participated in the experience-based learning model (Bucholz & Brown, 2018; Galván, 2020). The average increase in creativity was 24.4%, indicating a significant development in students' ability to generate new ideas, think critically, and solve problems creatively. Additionally, student engagement, as measured by the survey responses, showed a substantial increase of 31.4%. These results suggest that experience-based learning, which emphasizes active participation and real-world problem-solving, effectively enhanced students' creative thinking and their involvement in the learning process.

Inferential analysis using paired sample t-tests confirmed that the improvements in creativity and student engagement were statistically significant ($p < 0.001$). The t-test for creativity showed a mean increase of 15.9 points ($t = 7.83$, $p < 0.001$), while the t-test for student engagement revealed a mean increase of 1.1 points ($t = 9.32$, $p < 0.001$). These results support the conclusion that the experience-based learning model had a measurable and positive effect on both creativity and engagement (Bucholz & Brown, 2018; Zeng dkk., 2019). The control group, which did not participate in the experience-based learning activities, showed minimal improvements in these areas, further validating the effectiveness of the intervention.

The relationship between creativity and student engagement was explored using correlation analysis, which revealed a strong positive correlation ($r = 0.76$, $p < 0.01$) between the two variables. This indicates that as student engagement increased, their creativity also improved. This relationship underscores the importance of active participation in the learning process, as students who are more engaged in hands-on, real-world activities tend to exhibit higher levels of creative thinking (Lin & Wang, 2023; Ur, 2016). The control group exhibited a weaker correlation ($r = 0.42$, $p = 0.05$), suggesting that traditional learning methods, which may lack interactive and experiential elements, do not foster the same level of engagement and creativity. These findings emphasize the importance of creating engaging learning environments that encourage active student involvement to promote creativity.

In a case study of a group of 25 students in a science class, the implementation of the experience-based learning model resulted in significant improvements in both creativity and engagement. The students engaged in a project where they applied scientific

principles to design a sustainable model for waste management in their community. Initially, students' creativity scores averaged 60 in the pre-test, and their post-test scores increased to 85. They also reported increased enthusiasm and motivation to participate in class activities, citing the hands-on nature of the project as key to their interest. This case study provides real-world evidence of how the experience-based learning model fosters creativity by providing students with opportunities to engage in meaningful, context-rich learning activities.

The case study supports the broader findings that experience-based learning significantly enhances creativity and engagement. The students in the case study demonstrated how interactive, problem-solving activities lead to higher creativity scores, as they were able to apply their knowledge in practical, real-life contexts. The increased motivation and engagement also highlight the importance of using experience-based learning to capture students' interest and keep them actively involved in their education. This case exemplifies the potential for the experience-based learning model to transform the learning environment, providing students with both the motivation and the skills needed to engage in creative thinking and problem-solving.

In summary, the results of this study demonstrate that experience-based learning can significantly improve both creativity and student engagement in elementary schools. The statistical analysis confirmed that students who participated in the experience-based learning activities showed measurable improvements in creativity and engagement, indicating that this model fosters an environment conducive to creative thinking. The case study further illustrates the impact of hands-on, real-world learning activities on student outcomes, providing evidence of the practical benefits of the experience-based learning model. These findings suggest that experience-based learning should be integrated into curricula to promote creativity and enhance overall student engagement, preparing them for the challenges of the future.

The results of this study show that the experience-based learning (EBL) model significantly enhanced student creativity. The experimental group, which engaged in hands-on learning activities, demonstrated a 24.4% improvement in creativity, as measured by the Torrance Test of Creative Thinking, compared to the control group. Additionally, student engagement increased by 31.4%, which suggests that interactive, real-world experiences motivated students to become more involved in their learning. These findings indicate that experience-based learning not only boosts creativity but also fosters greater participation and enthusiasm in the learning process, as students are actively engaged in applying their knowledge.

When compared to previous research, these results align with studies that emphasize the importance of hands-on learning in fostering creativity. For example, studies by Dewey (1938) and Kolb (1984) have shown that learning through direct experience enhances critical thinking and problem-solving skills, both of which are crucial components of creativity. However, this study extends existing literature by specifically focusing on how experience-based learning activities can directly enhance creativity in students, particularly within the context of elementary education. While much of the

research on creativity has examined traditional classroom-based approaches or theoretical models, this study highlights the importance of active, experiential learning in nurturing creativity in a more practical and accessible way.

The findings of this study suggest that EBL is a powerful tool for enhancing student creativity and engagement. This indicates that educators should consider integrating more interactive, real-world activities into their curricula to encourage creative thinking and increase student involvement. As education systems worldwide shift towards more student-centered approaches, these results signal a clear need to embrace teaching methods that foster creativity through active participation. The results also show that creativity is not an inherent trait but a skill that can be cultivated through structured learning environments that encourage experimentation and hands-on problem-solving. The study highlights the importance of evolving traditional teaching methods to include experiential learning opportunities that cater to the diverse needs and learning styles of students.

The implications of these findings for educational practice are significant. By integrating experience-based learning into curricula, schools can better equip students with the creative problem-solving skills that are increasingly valued in today's economy. Additionally, the increased engagement reported by students underscores the importance of making learning experiences relevant and interactive. For educators, these results suggest that incorporating EBL strategies into classroom practice could help bridge the gap between theoretical knowledge and practical application, fostering an environment where students are more motivated and equipped to think creatively. This shift could lead to a more engaging and effective educational experience for all students, particularly those who may struggle with traditional learning methods.

The results of this study can be attributed to the nature of the experience-based learning activities, which encouraged students to apply their knowledge in meaningful ways. These activities provided students with the opportunity to engage in active problem-solving, collaborate with peers, and receive immediate feedback on their ideas. As a result, students were more likely to take risks, explore new ideas, and refine their creative thinking. The increased engagement in these hands-on activities likely contributed to the improvement in creativity, as students were given the freedom and support to experiment and reflect on their learning. The personalized nature of experience-based learning, where students are directly involved in the learning process, seems to be a key factor in fostering creativity and motivation.

Looking ahead, further research should explore the long-term impact of experience-based learning on creativity. While this study demonstrated immediate improvements in student creativity and engagement, it will be important to assess whether these gains are sustained over time and translate into broader academic success. Additionally, future studies could investigate the types of experience-based learning activities that are most effective for promoting creativity, particularly in different subject areas or grade levels. Understanding how various experiential learning strategies can be tailored to different educational contexts will be crucial for educators seeking to foster creativity in diverse classrooms. By expanding the research to include longitudinal studies and a wider range

of learning environments, future studies can further explore the potential of EBL to support long-term creativity and problem-solving skills in students.

CONCLUSION

The most significant finding of this research is that the experience-based learning (EBL) model significantly enhances student creativity, particularly in problem-solving, idea generation, and innovative thinking. Students who engaged in hands-on, real-world learning activities showed a 24.4% improvement in creativity, as measured by the Torrance Test of Creative Thinking. This improvement was accompanied by a 31.4% increase in student engagement. The findings suggest that EBL, which integrates practical experiences with academic learning, fosters an environment where students feel motivated and are able to think more creatively. The study demonstrates that creativity can be developed through structured, experiential activities that promote active participation and reflection.

This research contributes to the field by emphasizing the importance of experience-based learning in enhancing creativity. While much research has explored the role of active learning in engagement and academic performance, this study specifically targets the link between EBL and the enhancement of creative thinking. The methodological approach used in this study is particularly valuable, as it combines both quantitative assessments (creativity tests) and qualitative feedback (student and teacher surveys) to provide a comprehensive view of the impact of EBL. This research adds to the growing body of work on active learning, providing empirical evidence of how experience-based models can be employed to stimulate creativity in elementary education, an area that has been underexplored.

One limitation of this study is its short intervention period of only one semester. While significant improvements in creativity were observed, it remains unclear whether these gains would persist in the long term. Additionally, the study focused on a specific group of students and a limited set of experience-based activities, which may limit the generalizability of the findings to other educational contexts or disciplines. Future research should focus on longitudinal studies to assess the long-term impact of experience-based learning on creativity and its transferability to other academic fields. Expanding the sample size and diversifying the types of learning activities involved would also provide a more comprehensive understanding of how EBL impacts creativity across different student populations.

Future research should also explore the specific types of experience-based learning activities that are most effective in promoting creativity. This study focused on hands-on, problem-solving activities in a particular context, but different activities or teaching approaches may lead to varying levels of creativity enhancement. Investigating the role of collaborative, project-based, or inquiry-driven learning within the EBL model could further enrich our understanding of how these strategies foster creativity. Moreover, exploring how educators can best incorporate EBL into existing curricula, particularly in diverse or resource-limited environments, would provide actionable insights for broader

implementation. By addressing these areas, future studies can refine the application of experience-based learning to better support creativity in a wide range of educational settings.

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