Effect of Learning Management Using Experiential Learning Method on The Students' Production Ability of Purple Clay Teapot

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Abstracts

Background and Aim: The Chinese government advocates preserving and developing traditional culture. As part of the traditional handicraft industry, the purple clay teapot has artistic both, practical, and economic benefits. The design and production of the purple clay teapot have high promotional value. The traditional purple clay teapot teaching course separates classroom learning and practice, students lose their interest in learning and cannot combine theory with practice, resulting in low learning efficiency and an unwillingness to engage in the purple clay teapot business. The research objective is to study the effect of learning management using the experiential learning method on the students' production abilities of purple clay teapots.

Materials and Methods: The researcher looked into the history of the purple clay teapot training and the questions people had about it. She also looked into the experiential learning method based on how the purple clay teapot training course worked. The researcher looked at the related literature using content analysis and came up with a new way to teach that will be used in the course. Then, data were collected and analyzed using the statistical program. The assessment of the learning achievement and students' production ability using a t-test for dependent samples and the student's satisfaction using an arithmetic mean and standard deviation.

Results: From the study, it was found that: 1) after learning through the experiential learning method, posttest scores of students' learning achievement were higher than pretest scores at the .05 level of statistical significance ($t_{29} = 13.06$, $p < 0.05$). 2). The mean score of students' production ability of purple clay teapots was 47.23, and the standard deviation was 7.48, which was statistically higher than the determined criterion of 70% (full score is 60.00, criteria score is 42.00). 3); the mean scores of students' satisfaction with learning management using experiential learning methods were 4.04 (full score = 5.00, SD = 0.69).

Conclusion: The experiential learning method can significantly improve the students' production abilities for purple clay teapots. The tested data on students' learning achievement and their production ability verified the research hypothesis. The students were satisfied with the experiential learning method. It brought interest and enthusiasm to students, cultivated their learning willingness, and enhanced their production ability.

Keywords: Purple Clay Teapot; Learning Achievement; Production Ability of Purple Clay Teapot; Experiential Learning Method

Introduction

The Chinese government is very concerned about the issue that people's spiritual and cultural lives should also be improved along with economic development, and social and psychological risks should be addressed. The government proposes to inherit traditional culture and improve people's spiritual quality and economic benefits. While providing the technique to support the people, they also inherit traditional cultural skills and promote traditional culture. The General Office of the State Council (2017).

The purple clay teapot is a unique handmade pottery craft in China. Because of its combination of artistic and practicality, the purple clay teapot product is precious and has endless value. The problem is that the traditional learning method has made students less willing to learn this traditional handicraft art. Some of the students abandoned teapot learning; some of them just struggled with the learning. (Lai Liangnan, 2019) Because of the decline in students' production ability, enterprises and society have

lower expectations and demand for school students. This affected the school's social reputation, so the official policy, financial support, and economic benefits will not be guaranteed.

This study examines the role of the experiential learning method in learning purple clay teapots under the premise of such a background. The learning management system using the experiential learning method cultivates the students' interests and improves their production abilities. So the researcher wants to research the effect of learning management using the experiential learning method on the students' production abilities of purple clay teapots.

Objectives

1. To compare the students' learning achievement of purple clay teapots before and after learning through the experiential learning method;

2. To compare the students' production ability to produce purple clay teapots with the determined criterion of 70%;

3. To assess the students' satisfaction with Learning management using the experiential learning method.

Literature Review

In this research review literature, the researcher studied the main aspects of the current course situation, domains of learning, experiential learning method, learning achievement, and production ability.

Current course situation

The purple clay teapot training course is a vocational training course. It is a compulsory course for students majoring in purple clay teapots. The problem is that the traditional learning method has made students less willing to learn this traditional handicraft art. Some of the students abandoned teapot learning; some of them just struggled with the learning (Lai Liangnan, 2019). The purpose of this research is to cultivate students' professional production abilities.

The course content consists of four components:

1. Shape and structure basis of purple clay teapot and study of ancient art. The knowledge about the purple clay teapot history, the famous teapot products, the famous Chinese ancient calligraphy and paintings, the current art styles; The aesthetic basic knowledge and conception; The structures of a typical teapot, and the commonly used types; The last development and the potential orientation.

2. Introduction to the ingredients of purple clay teapot. It mainly refers to the main origin, classification, and nature. of various mud. From mud ore to the soil that can be made, and provides materials for students to play, practice, mud into pieces, preservatives, and other links. Discuss the expansion of materials, and the feasibility of the combination of multiple materials.

3. Design and production tools. Introduce the tools used in the production of purple clay pots, the production materials, how to use them, the tool preservation, the production effect, and so on.

4. Purple clay teapot production process. Including mud, teapot-making, drying, burning, carving, inlay, in detail the preparation of mud, the production of various components of the purple clay pot, long dry conditions, firing conditions, and so on.

Bloom's Taxonomy: Domains of Learning

Leslie Owen Wilson (2023) described the detail of learning domains: there are three main domains of learning. They are the cognitive domain, the affective domain, and the psychomotor domain, and each one of these has each other a taxonomy associated.

The Cognitive Domain. Bloom (1956) appeared as the first author of the cognitive domain. So was commonly known as Bloom's Taxonomy. In the last version (Anderson, L. W., & Krathwohl, D. R., et al (Eds.), 2001) the steps are arranged as remembering, understanding, applying, analyzing, evaluating, and the last and highest function, creating.

The Affective Domain. Like cognitive objectives, affective objectives can also be divided into a hierarchy (Krathwohl, 1964). This area is concerned with feelings or emotions (and social/emotional

learning and skills). Again, the taxonomy is arranged from simpler feelings to those that are more complex. The steps are arranged as receiving, responding, valuing, organization, and characterization.

The Psychomotor Domain. Psychomotor objectives are those specific to discreet physical functions, reflex actions, and interpretive movements. The steps are arranged as reflex movements, fundamental movements, perceptual abilities, physical abilities, skilled movements, and non-discursive communication.

Student-centered teaching theory

Student-centered learning is an approach to education that focuses on the individual learner's needs. This type of learning puts the student at the center of the learning process and gives them a voice in what they are learning. (Matthew Lynch, 2022)

Student-centered learning (SCL) is a teaching method that focuses on creating connections with students' interests and the things they learn in school. (Team Renton Prep, 2022)

Student-centered principles are listed as five general statements (Alexander and Murphy, 1994),

1) Students' prior knowledge influences learning.
2) Students' need to think about their own learning strategies.
3) Motivation has a powerful effect on learning.
4) Development and individual differences influence learning.
5) The classroom's social context influences learning.

There are different types of learning methods in the student-centered learning theory, such as problem-based learning, project-based learning, inquiry-based learning, and experiential learning. Considering the characteristics of the purple clay teapot training course, which needs a lot of practice and experience, the researcher chose the experiential learning method, which emphasizes the importance of experience and reflection.

Experiential Learning Method

Experiential learning is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing". (Wikipedia, Dec. 2022)

In its simplest form, experiential learning means learning from experience or by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking. (Lewis & Williams, 1994)

Experiential learning is a constructivist learning theory defined as 'learning by doing'. The learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis, and synthesis (Bartle, 2015).

The University of Guelph (2016) described the concept of experiential learning as a pedagogical practice whereby students gain new knowledge, skills, and abilities due to the intentional application of classroom learning in a workplace or simulated workplace setting. Experiential learning opportunities are grounded in an intentional learning cycle and clearly defined learning outcomes. They engage students actively in creating knowledge and critically reflecting on their experiences, allowing them to understand how to transfer their knowledge and skills to future endeavors.

In summary, experiential learning is a learning method that integrates real-time practice into learning, reflects on the experience and summarizes, and applies it again to improve the quality of learning, no matter for short-term or long-term effects. It is a teaching form and concept that students can understand and construct knowledge, develop capabilities, and emotions, and generate significance in the process of personal experience by creating a practical or repeated experience based on the student's cognitive characteristics.

Different researchers developed the different steps based on their own understanding. Pfeiffer and Jones (1983) developed five-stage "structured learning experiences" as below: (1) Experiencing. It's the students' activities of getting experience phase; (2) Publishing. The students' sharing reactions and observations; (3) Processing. The students's discuss patterns and dynamics; (4) Generalizing. The students' develop real-world principles to form a new or optimized one, and (5) Applying. The students' planning effective use of learning.

Haynes (2007) preferred the five steps method for experiential learning; (1) Experiencing/ Exploring "Doing". Students will perform or do a hands-on minds-on experience with little or no help from the instructor. (2) Sharing/Reflecting "Reviewing". Students will share the results, reactions, and observations with their peers. (3) Processing/analyzing. Students will discuss, analyze and reflect upon the experience. (4) Generalizing "Summary". Students will connect the experience with real-world examples, find trends or common truths in the experience, and identify "real life" principles that emerged. And (5) Application "Verification". Students will apply what they learned in the experience (and what they learned from past experiences and practice) to a similar or different situation.

Alvi, E., & Gillies, Robyn M. (2020) developed the steps of experiential learning as below in their study: (1) Step1: Connecting learning with real-life experiences. The understanding that students generated through these concrete experiences was by living the experience itself. (2) Step 2: Active learning. Students were expected to become active and responsible learners. (3) Step 3: Motivation. The teacher engaged students in different activities that offered intrinsic meaning and value. (4) Step 4: Critical reflective thinking. Teachers instruct students to use critical thinking, learning, and reflection. (5) Step 5: Inventing and resolving problems. Students invent and resolve problems through active experimentation and abstract conceptualization.

Combining the above steps and models of experiential learning, the researcher develops the steps as following summaries; *(1) Step1: Gaining Experience*. The teachers share the objectives with the students, let them know the targets, and set up the scene, environments, and classes for students for gaining actual experiences. *(2) Step 2: Reflection on Experience,* the teacher helps the students to make a summary of the assessment of learning, asks the students to think and share the experience, and inspires them to observe and organize their thinking from multiple perspectives. *(3) Step 3: Abstract Conception Forming*, to help students to summarize and refine updated theories and knowledge, and to integrate their observations and thinking into new theories as the basis for the next set of abilities. *(4) Step 4: Appling the Conception,* Repeat or create similar activities to verify the new theory and experience according to the empirical insights and theories obtained in the previous steps.

Learning achievement

According to Hetika (2008), Learning Achievement is the achievement or skill that is expressed in the expertise or knowledge collection. While Harjati (2008) states that Achievement is the result of efforts undertaken to result in changes expressed in the form of symbols to indicate the ability to achieve the work within a certain time.

Student Learning Achievement is the result that a person achieves in the revelation of knowledge and skills developed in the lesson, typically indicated by a score test scores given by the teacher (Asmara, 2009).

Learning achievement has been defined as students' knowledge, skills, and study habits in a training course and the effectiveness of their application to their work (Quoc Trung Pham; Minh Chau Huynh，2017).

Guskey (2013) points out that in education, "academic achievement" is closely related to learning goals, which can be students' personal learning goals, curriculum goals, or teachers' teaching goals, as well as many other types of goals. When we talk about academic achievement, we should consider the following:

1. According to Benjamin Bloom, David Krathwohl, and Anita Harrow, the classification of learning goals, and learning goals can be divided into three areas: cognitive goals, emotional goals, and motor skill goals. Therefore, the assessment of academic achievement focuses on outcomes in these areas (which can be a single area or a combination of areas).

2. Cognitive, Affective, and Psychomotor skills each have many sub-concepts of learning outcomes. For example, in the cognitive domain, possible achievement outcomes include remembering, understanding, applying, analyzing, evaluating, and creating; In the affective domain, it may include receiving, valuing, organization, and characterization; In the psychomotor domain, it includes

fundamental movements, physical abilities, skilled movements, perceptual abilities. The learning achievement should be from these aspects.

In Summary, learning achievement is the acquired scores achieved by students with the ability to learn theoretic knowledge and skills, often generally expressed by the final score or performance that students provided after the examination or in their jobs from the knowledge, attitude, and expertise. Learning achievement can be divided into cognitive, affective, and psychomotor domains. The emphasis is usually placed on achievement in cognitive areas, and different measures can be evaluated for different teaching objectives in different areas. In purple clay teapot production training course, it includes content about history, art, and beauty, clay material, process type, process parameters, advantages and disadvantages, and the potential development orientation. Also involves the development, material and machine, design tool, and production skills, which can be evaluated by a test paper constructed by the researcher.

Production Ability

Production is the ability to produce something (or in other words, the ability to do productive work), while production ability is the capability to maintain the level of production. (Latumahina, D., , 2006)

Production ability, in some ways, it's equivalent to hands-on ability. Hands-on skills are abilities acquired through active engagement and practical learning rather than the typical classroom lectures or books. (Indeed Editorial Team, 2022)

Production ability, for an individual, also means workability, according to the Finnish researchers Ilmarinen & Tuomi (2004), workability may be understood as 'how good is the worker at present, in the near future, and how able is he/she to do his/her work with respect to the work demands, health, and mental resources'.

The Students' production ability of purple clay teapots refers to the students' actual design and producing ability by their own individual without others' help. This means they can do the shape and structure design for the purple clay teapot, can select the suitable clay materials, can choose suitable tools even create the tools to achieve the design, can produce it, and can bake to be a real production according to the understanding of basic knowledge, theories, art, and aesthetics after the study in shapes, materials, tools, and craftsmanship, and the product has certain functionality and artistry. It's the real operation ability. The ability can be judged by the actual product performance and the skills they performed. The ability can be evaluated by an evaluation form.

The student's production ability in this research includes the following aspects: (1) The designed shape and structure with beautiful views, (2) The performed proficient skills and experiences during the production, (3) The actual product with good performance in shape, structure, cosmetics, and (4) The correct parameter setting for firing.

Research Conceptual Framework

The research title is "Effect of Learning Management Using Experiential Learning Method on The Students' Production Ability of Purple Clay Teapot". This conceptual framework is as follows;
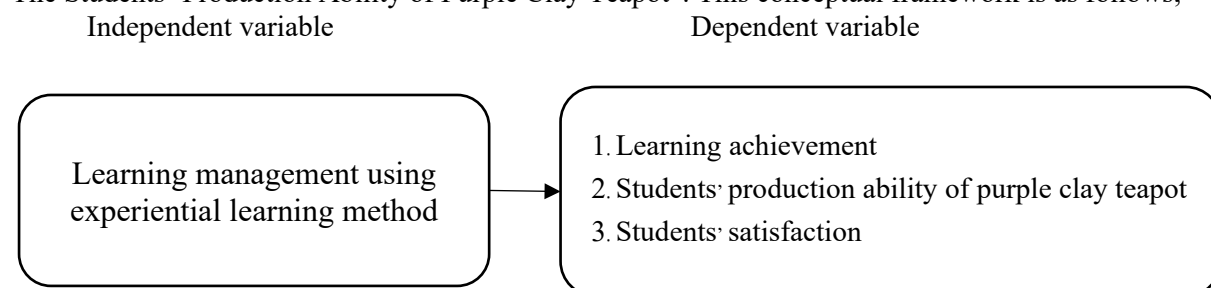
Independent variable   Dependent variable

Figure1: Independent variable and dependent variable

Methodology

Population of this study is 60 (2 classes, 30 per class) freshmen academic 2023 students of Suzhou Art & Design Institute; The sample of this study was 30 (1 class) students derived from cluster random sampling method.

Research instruments are: Instruments for the experiment: 4 lesson plans based on experiential learning method. The instruments for collecting data; (1) A test paper of learning achievement of purple clay teapot production; (2) An evaluation form for student's production ability; (3) A questionnaire for students' satisfaction toward experiential learning method.

The research instruments were evaluated by a total of five experts from Suzhou Art and Design Technology Institute in China and Valaya Alongkorn Rajabhat University in Thailand, including three Chinese experts and two Thai experts, including two curriculum area experts, two content-specific teaching experts, and one measurement and evaluation expert.

After the experts' evaluation on the research instruments, the researcher implemented the instructional strategy (experiential learning method) following the ten lesson plans. After the implementation, the researcher employed three instruments which include the test paper, the evaluation form, and the students' satisfaction questionnaire for collecting data to assess the learning outcomes.

Data collection: The procedures of data collection were as follows: (1) Give the orientation of experiential learning method to students, (2) The sample was given the pretest to measure learning achievement with the constructed instrument, (3) The sample was taught by using experiential learning method, (4) After finishing the instruction, the sample received the posttest by using the same instrument which was used in the pretest, and an observation form to evaluate the student's production ability, and (5) The sample was given the students' satisfaction questionnaire.

Data analysis: In this study, data were analyzed by using the statistical program according to the research objectives; (1) Compare learning achievement before and after learning through the experiential learning method by using t-test for dependent samples. (2) Compare student's production ability of purple clay teapot with the determined criterion of 70% by using t-test for one sample. And (3) Assess the student's satisfaction toward the training course based on experiential learning method by using arithmetic mean and standard deviation.

Results

The findings based on the three objectives were summarized in this paragraph.

The result of comparing the students' learning achievement of purple clay teapot before and after learning through experiential learning method is showed as following:

Table 1: The result of comparing the mean score of students' learning achievement of purple clay teapot before and after learning through learning management using the experiential learning method

Group	N	Pretest scores		Posttest scores		t	p
		M	SD	M	SD		
Experimental group	30	7.63	3.23	16.73	2.20	13.06*	0.00

*P<0.05

As presented in Table 1: the mean scores of pretest of students' learning achievement of purple clay teapot was 7.63 (SD = 3.23), and mean scores of posttest of students' learning achievement of purple clay teapot was 16.73 (SD =2.20).

Moreover, it aimed to examine the mean score of before-and-after through learning management using experiential learning method to enhance students' learning achievement. The result of this table showed that after learning through experiential learning method, posttest scores of students' learning achievement was higher than pretest scores at .05 level of statistical significance (t_{29} = 13.06, p=0.00 <

.05). The average scores of students' learning achievement in this study developed increasingly higher than the pretest.

The result of comparing the students' production ability of produce purple clay teapot with the determined criterion of 70% is showed as following:

Table 2: The result of comparing the mean score of students' production ability of produce purple clay teapot after learning through learning management using the experiential learning method with the determined criterion of 70 percent by using t-test for one sample

Group	N	Full score	Criterion score	M	SD	t	p
Experimental group	30	60	42	47.23	7.48	34.56*	0.00

*P<0.05

As presented in Table 2: the mean score of students' production ability of purple clay teapot was 47.23 and the standard deviation was 7.48. which was statistically higher than the criterion of 70% (Full score is 60.00, criterion score is 42.00).

The result of assessing the students' satisfaction toward the Learning management using experiential learning method is as following:

Table 3: The result of assessing the mean score of students' satisfaction toward learning management using experiential learning method

Group	N	Full score	Criterion score	M	SD	t	p
Experimental group	30	5.00	3.50	4.04	0.68	32.32*	0.00

*P<0.05

As presented in Table 3: the mean score of students' satisfaction toward learning management using experiential learning method was 4.04 (Full score=5.00, $SD = 0.69$).

Discussion

Experiential learning can better improve students' academic performance and production ability of purple clay pot production, and the reasons may be related to the following aspects:

1. After learning through experiential learning method the students' learning achievement was improved significantly. The mean scores of posttests were 16.73, much higher than the mean scores of pretests 7.63. That mainly because the experiential learning cultivates students' learning interest and improves their learning enthusiasm and initiative. The former three steps of the learning method, step1: gaining experience. step2: reflection on experience, step3: abstract conception forming. They gained the theory and knowledge in the experience, share and reflect them with class, abstract the important concept based on their own understanding. This is in line with Fang Hong and Gu Jixin（2000）, who found that the experiential learning "Let the students have a desire or enthusiasm voluntary wholeheartedly in learning ". Sun Weina (2012) stated that experiential learning can really let students actively participate in the teaching process through practice, which increases students' interest in learning, so that they can concentrate on learning for a long time in class.

2. After learning through experiential learning method, the students' production ability of produce purple clay teapot was higher than the determined criterion of 70%. The mean score was 47.23 and the standard deviation was 7.48. (Full score is 60.00, criterion score is 42.00). This is because the researcher implemented the last steps of the learning method, step4: applying the conception, apply the concept

into practice, that enhanced the students' ability and solidified the understanding which cultivate students to produce a good purple clay teapot in their own interest and meet the objective of the course. This is in accordance with Cheng Xile and Li Dong (2009) who mentioned that "Experiential learning is a kind of learning mode that emphasizes students' independent exploration and practice". And with Karen Williams Middleton (2014), who stated that "experiential learning was developed in entrepreneurship education. It is practical and combined with the classroom, place the learning inside the experience".

3. The experiential learning method can motivate the students' satisfaction. The mean score of students' satisfaction with learning management using the experiential learning method was 4.04 (Full score=5.00, S.D. = 0.69). The steps cover the three domains of learning, namely Cognitive, Affective and Psychomotor. Students learn through experience (Cognitive), gain experience and enhance learning interest (Affective), share with the team and class after individual thinking, absorb the team's understanding, deepen and improve personal understanding, and re-experience the new concepts and knowledge understood (Psychomotor). The steps in the collection of all levels are in line with the scientific learning method. Cheng Xile and Li Dong （2009）mentioned that "Experiential learning is a kind of learning mode that … emphasizes the training of students' cognitive ability and diversified potential, emphasizes the formation of students' learning attitude, the cultivation of students' scientific thinking, and the improvement of students' comprehensive ability. Siti Zuraida Maaruf (2018) mentioned that "proper experiential learning is fully implemented by teachers to students more interested in learning and produce artwork that can give meaning to them".

Conclusion

The selection of teaching strategies is based on curriculum principles and teaching objectives. Experiential learning methods based on student-centered learning theory can arouse students' interest, improve their learning enthusiasm, and conduct positive reflection and summary. Experimental results show that experiential learning significantly improves students' academic performance and production ability, achieves teaching goals, and supports policy and social needs. Other educators and researchers can follow the steps of this learning method to introduce more courses.

Recommendation

1. Students' interests and needs are considered as very important. The course will be beneficial to students' learning by improving students' production ability of purple clay teapots. The teaching method is more suitable for the idea of students as the main body of learning and has achieved good results in actual learning.

2. As the main body of teaching, teachers can apply the teaching method to other training courses, like painting, sculpture, and so on, to cultivate the student's ability and quality.

3. For other schools or institutions, can apply this research methodology and the findings to their courses for better efficiency also can try the experiential learning method in other training courses, and can get a better social reputation and economic effects.

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