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The experiential learning model in productive subjects to enhance students' industry-oriented skills: A systematic review

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ABSTRACT

This study explores the implementation of the experiential learning model in productive subjects at Vocational High Schools (SMK) to enhance students' work-oriented competencies. Using a systematic literature review guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, this research synthesizes findings from 20 peer-reviewed journal articles published between 2019 and 2024. Data were gathered through literature searches using the Publish or Perish (PoP) tool, which retrieves data from databases such as Google Scholar. The findings indicate that implementing experiential learning significantly improves students' technical competencies, critical thinking abilities, and career adaptability skills. However, challenges such as limited practical facilities, insufficient industry support, and underprepared educators remain prevalent. These insights highlight the importance of industry-school collaboration in optimizing vocational education and inform strategies for developing more responsive instructional practices in SMKs.

INTRODUCTION

The transformation of Indonesia's education sector is influenced by rapid technological developments, globalisation, and the growing demand for high-quality education. Vocational High Schools (SMK), as institutions for technological and career education, are expected to play a strategic role in preparing a skilled and adaptable workforce ready to navigate an increasingly dynamic industrial landscape (Khairati, 2021). With their strong emphasis on practical learning and skills development aligned with industry needs, SMKs are positioned to bridge the gap between education and employment.

Despite this potential, Vocational High Schools (SMK) in Indonesia continue to encounter systemic challenges hindering their effectiveness. These include outdated instructional models, insufficient funding, limited access to hands-on facilities, and a disconnect between the school curriculum and labor market expectations (McGrath & Yamada, 2023; Rahman et al., 2020; Purwanto & Purnomo, 2020). This mismatch contributes to low absorption rates of graduates in the industrial sector and limits their competitiveness in the workforce (Ramadhan & Aulia, 2023). Furthermore, learning environments are often passive and overly dependent on teacher instruction, with little opportunity for students to engage in independent problem-solving or apply knowledge in practical contexts (Fadzil, 2025).

Observations in schools such as SMK Negeri 4 Jakarta confirm that students frequently struggle with productive subjects, especially in understanding technical concepts and operating industrial equipment without close supervision. The continued use of conventional textbook-based methods, despite the "Merdeka Belajar" curriculum adaptation, has led to disengaged classrooms, limited student participation, and poor application of knowledge in real-life settings.

To overcome these issues, there is a critical need for more innovative and interactive instructional models (Fitrianto, 2024). Experiential learning is one such approach that emphasizes direct experience, hands-on practice, and real-world problem-solving as key strategies to promote deeper learning and job-readiness (Handayani & Marsudi, 2022; Mertayasa et al., 2024; Yusri, 2022). Studies have shown that this model improves students' technical competencies, self-confidence, and career adaptability (Barus et al., 2023; Suleman, 2024). However, its implementation—particularly in productive subjects at SMKs—remains limited due to insufficient resources, untrained educators, and weak collaboration with industry partners (Marbun & Prastawa, 2023; Riza & Chisbiyah, 2024).

Given these conditions, this study aims to explore the implementation of experiential learning in productive subjects at vocational high schools and evaluate its contribution to enhancing students' skills for the world of work. By synthesising previous research, the study offers a framework for effective collaboration between SMKs and industries to support relevant, experience-based instructional practices. This systematic literature review serves as a foundation for developing vocational education strategies that are more responsive to the needs of the industrial sector.

METHOD

This study adopts a Systematic Literature Review (SLR) approach, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure rigor and transparency (see Figure 1). Relevant studies were identified through searches conducted using the Publish or Perish (PoP) tool and Google Scholar, focusing on literature published between 2019 and 2024. The keywords employed included "experiential learning," "vocational education," "Vocational High School (SMK)," and "industry collaboration."

The review process comprised four stages: identification, screening, eligibility assessment, and inclusion. The inclusion criteria were: (1) peer-reviewed articles, (2) research focusing on SMK or equivalent vocational contexts, and (3) studies analysing the application of experiential learning in productive or technical subjects. Articles not meeting these criteria, duplicates, and non-English/Indonesian language papers were excluded. Selected articles were analysed using a narrative synthesis approach to extract key themes, patterns, and research gaps relevant to the experiential learning model in SMKs.

Quality Assessment

Research Questions refer to formulating research inquiries based on the selected topic. The research questions used in this study are elaborated as follows.
First, questions related to data evaluation are:

RQ1: Does the implementation of experiential learning in productive subjects at Vocational High Schools (SMK) enhance students' skills?

RQ2: How does experiential learning influence students' readiness to meet the demands of the industrial world?.

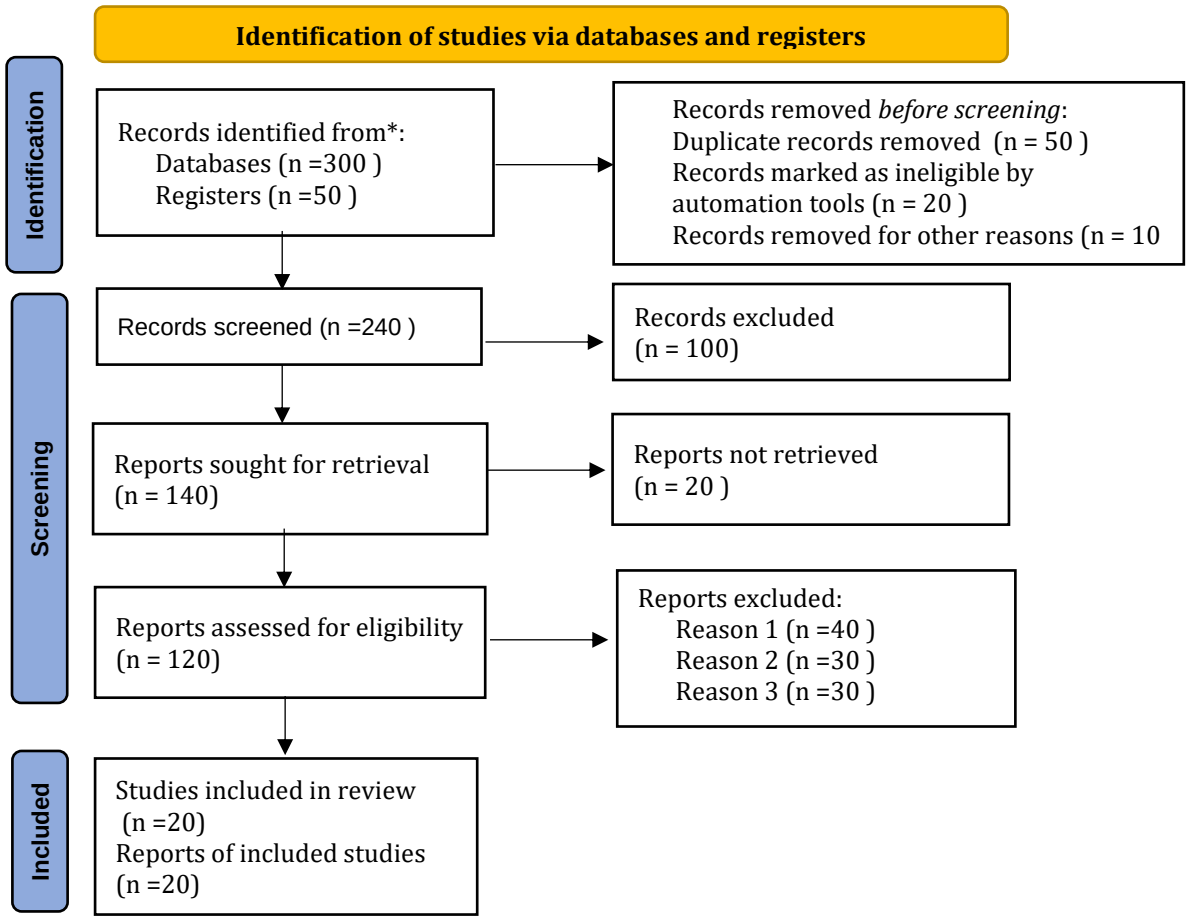

Figure 1. PRISMA flow diagram model

RESULT

A thorough search was conducted on 20 research journal samples collected using the Publish or Perish (PoP) application and Google Scholar within the past five years (2019 to 2024). Due to the breadth of research related to the selected articles, considerable time was required to manage and filter the articles that met the predetermined criteria and were closely related to the experiential learning model, productive subjects in vocational schools (SMK), and the industrial sector.

Following the search process and application of inclusion and exclusion criteria. Table 1 and 2 shows the types of journal articles that were successfully collected and aligned with the criteria within the 2019–2024 timeframe.

Table 1. Classification of research research summary

No.	Publication Year	Full Names of Researchers	Research Findings
1.	2019	Singgih Prastawa, Muhammad Akhyar, Gunarhadi	The use of experiential learning based on the creative industry has shown to be potentially effective in several contexts, although challenges remain in enhancing entrepreneurial competencies among vocational high school (SMK) students.

2.	2019	Kholifatul Fithriyah, Muchamad Arif, Puji Rahayu Ningsih	The experiential learning model has a significant impact on students' motivation and learning outcomes in the subject of digital simulation.
3.	2020	Azizatul Hakima, Lutfiyah Hidayati	The experiential learning model is effective in enhancing students' skills in fashion design education.
4.	2020	Mundi Adi & Lestari	The implementation of experiential learning has successfully improved critical thinking skills among vocational high school (SMK) students.
5.	2023	Silas Anando	The experiential learning-based discussion model is effective in enhancing students' academic achievement.
6.	2021	Bambang Winarto	Experiential learning is effective when applied in mathematics instruction, as it enhances students' conceptual understanding and skills.
7.	2021	Dwi Fajri Masse, Sumual, David O. Mapaliaey	The experiential learning model has a positive impact on students' learning outcomes in the subject of basic automotive technology.
8.	2022	Dyah Ayu Andini, Saino Saino	Experiential learning-based e-modules have successfully and significantly increased students' interest in entrepreneurship.
9.	2022	Singgih Prastawa & Mey Ester Marbun	The implementation of creative industry-based experiential learning has a significant impact on students' learning achievement in the subject of creative products and entrepreneurship.
10.	2022	Ningsih Esty Rahayu	The experiential learning model effectively enhances students' understanding of the product display subject.
11.	2022	Decky Antony Kifta, Muhammad Giatman, Wakhinuddin Simatupang, Ronal Watrianthos	The experiential learning and work-based learning models have proven effective in enhancing students' performance at the Batam Welding Training Centre.
12.	2022	Anita Winandari, Leo Agung Sutimin, Triana Rejekiningsih	The use of experiential learning-based e-modules provides significant benefits in facilitating student learning at vocational high schools (SMK), particularly in the field of hospitality.
13.	2022	Septi Wuri Handayani, Muhammad Sholeh Marsudi	The implementation of the experiential learning model in the subject of automation of facility and infrastructure management is effective in improving students' learning outcomes.
14.	2023	Ahmad Thoriq Tri Sainda, Arbin Janu Setiyowati, IM Hambali	The group mentoring approach based on experiential learning is effective in developing career adaptability skills among vocational high school (SMK) students.
15.	2023	Bambang Sujatmiko Umi Nafisatul Khoymah	The experiential learning theory has a positive impact on vocational education and training, particularly in the development of students' practical skills.
16.	2023	Reva Ragam Santika, Nidya Kusumawardhany, Rizky Pratomo Sunarwibowo	The immersive experiential learning model through the MonsoonSIM simulation game is effective in enhancing students' entrepreneurial understanding and skills.
17.	2024	Yuana Kristiyorini, Muslihati, Henny Indreswari, Hsin-Hung Wu	The experiential learning-based group mentoring guidebook has proven to help improve career adaptability skills among vocational high school (SMK) students.

18.	2024	Fahru Riza, Lismi Animatul Chisbiyah	The experiential learning model is more effective than project-based learning in improving learning outcomes in entrepreneurship education.
19.	2024	Mohamad Syamsul Huda, Faqih Dinulloh Nurul Anam, Husnu Taqwim, Nur Kholis,	The experiential learning model is capable of optimizing students' learning outcomes in the subject of maintenance and repair of electrical equipment.
20.	2024	I Komang Mertayasa, Nyoman Sumarni, Kristha Adelia Indraningsih	Based on the literature review, experiential learning significantly contributes to the development of critical thinking skills among students in Indonesia.

Table 2. Classification of journals index

No	Index Journal	Journal Name
1.	Sinta 1	Atlantis Press
2.	Sinta 3	Jurnal Ilmiah DUTIC Pendidikan dan Informatika
3.	Sinta 3	e-Journal
4.	Sinta 3	Education and Human Development Journal
5.	Sinta 3	Jurnal Inovasi dan Teknologi Pendidikan
6.	Sinta 4	Jurnal Ilmiah Ilmu Pendidikan
7.	Sinta 5	Jurnal Gearbox Pendidikan Teknik Mesin
8.	Sinta 5	Jurnal Pendidikan Tambusai
9.	Sinta 4	Jurnal Pendidikan Hukum Islam
10.	Sinta 4	Jurnal Ilmiah Global Education
11.	Sinta 4	Jurnal Ilmu Pendidikan
12.	Sinta 2	*Journal of Education Technology*
13.	Sinta 4	Mediova
14.	Sinta 3	Munaddhomah: Jurnal Manajemen Pendidikan Islam
15.	Sinta 3	*Jurnal Information Technology and Education*
16.	Sinta 4	Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)
17.	Sinta 3	Buletin Konseling Inovatif
18.	Sinta 3	Jurnal Riset dan Konseptual
19.	Sinta 3	Jurnal Ilmiah Pendidikan Dasar
20.	Sinta 3	*International Journal of Current Educational*

DISCUSSION

RQ1: Does the implementation of experiential learning in productive subjects at vocational high schools (SMK) enhance students' skills?

Based on the review of 20 journals on the implementation of experiential learning, it has been proven that this model is effective in improving students' learning outcomes, including material understanding, critical thinking skills, and learning motivation. This improvement is demonstrated through various studies reporting positive results after the implementation of experiential learning in different educational contexts. The details are explained as follows.

The implementation of experiential learning in Vocational High Schools (SMK) has been shown to significantly contribute to enhancing students' skills. This model allows students to learn through real experiences that are relevant to industry needs. For instance, Prastawa et al. (2019) showed that industry-based experiential learning enhances entrepreneurial competencies in SMK students, while Fithriyah et al. (2019) confirmed that this model improves student motivation and learning outcomes in the Digital Simulation subject. This underscores the relevance of experiential learning in bridging the gap between theory and practice.

Several studies highlight the positive impact of experiential learning on students' technical skills in SMK. Hakima and Hidayati (2020) found that this approach is effective in fashion design education, providing students with deep practical skills. Meanwhile, Pamungkas (2019) analyzed the implementation of experiential learning in vocational education, particularly in mechanical

engineering, to improve student learning outcomes. Similar results, where students learning with this model had a better understanding of the Product Display subject.

Experiential learning also plays a key role in enhancing students' readiness to meet industry demands. Researchers claims that the industry-based experiential learning program helped students understand industry standards and practices. Handayani and Marsudi (2022) emphasized the importance of integrating experiential learning in the management of educational facilities to support students' readiness for real-world work environments. Technology-based modules designed with an experiential learning approach have also been proven to facilitate learning that aligns with industry demands (Winandari et al., 2022).

In addition to technical skills, experiential learning also supports the development of students' adaptive and entrepreneurial skills. Santika et al. (2023) demonstrated that the experiential learning model in entrepreneurship simulation builds students' innovative skills. On the other hand, Kristiyorini et al. (2024) stated that experiential learning-based guides enhance students' career adaptability, enabling them to feel more confident and prepared for changes in the industrial world.

Overall, the implementation of experiential learning in SMK has a holistic impact on the quality of vocational education. In addition to improving technical and non-technical skills, this model also encourages student engagement, enhances learning motivation, and prepares students for the challenges of the global industrial world. Therefore, experiential learning can be a strategic approach to strengthening productive education in SMK and addressing the dynamic needs of the labor market.

RQ2: How does experiential learning affect students' readiness to meet industry demands?

Based on the review of 20 journals, experiential learning has been proven to significantly affect students' readiness to meet the demands of the industrial world. This learning model provides hands-on experiences relevant to real-world situations, helping students develop critical skills such as communication, collaboration, problem-solving, and adaptability, which are highly sought after in modern work environments. The analysis of how experiential learning affects students' readiness is outlined as follows.

Experiential learning provides direct experiences that allow students to connect theory with practice in the real world. Research by Prastawa et al. (2019) shows that industry-based experiential learning enhances the entrepreneurial competencies of SMK students, which are vital skills in facing job challenges in the modern era.

Moreover, research by Kifta et al. (2022) proves that the use of experiential learning in work-based training enhances students' technical skills and performance in the fields of automotive and welding engineering. These findings underline the effectiveness of experiential learning in honing vocational skills, which are crucial for the industrial world. Students participating in these programs showed higher readiness to meet the demands of real-world jobs compared to those who only learned theoretically.

Several journals also highlight the importance of experiential learning in developing soft skills, such as communication, teamwork, and adaptability. For example, Kristiyorini et al. (2024) report that group mentoring based on experiential learning effectively enhances the career adaptability of SMK students. Students' readiness for the industrial world is not just about technical skills but also how well they can adapt to the ever-changing work environment.

Furthermore, research by Santika et al. (2023) shows that the use of immersive experiential learning through the MonsoonSIM business game simulation not only improves students' managerial skills but also trains them in strategic decision-making. This emphasizes that experiential learning can foster students' entrepreneurial mindset, a key competency in the modern industrial world.

Other studies also support the idea that experiential learning effectively improves learning outcomes across various vocational subjects. Research by Adi and Lestari (2020) and Solikah et al. (2022) reveals that experiential learning in vocational education enhances students' critical thinking skills, which is one of the core competencies in the industrial world. Similar research by Winandari et al. (2022) shows that the use of experiential learning-based electronic modules

effectively facilitates concierge learning in vocational schools, which is highly relevant to the needs of the hospitality industry.

In conclusion, the analysis of the 20 journals shows that experiential learning has a significant positive impact on students' readiness to meet the demands of the industrial world. By providing students with the opportunity to learn through direct experiences and reflection, this approach not only improves the skills needed to succeed in professional work environments but also equips them with the competencies to adapt to industry changes.

CONCLUSION

Based on the analysis of 20 journal articles published between 2019 and 2024, the experiential learning model in vocational subjects at Vocational High Schools (SMK) has proven to be effective in enhancing students' technical competencies and their readiness to meet the demands of the industrial sector. This learning model strengthens students' understanding of subject matter and fosters essential soft skills such as communication, collaboration, and critical thinking. Its successful implementation largely relies on a strong partnership between schools and industry to provide authentic, contextual learning experiences for students.

Despite these benefits, several challenges in implementation persist. These include inadequate practical facilities, lack of industry support, and the limited pedagogical capacity of educators to facilitate experiential learning effectively. Addressing these challenges is essential for maximizing the potential of this instructional model.

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