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THE INFLUENCE OF EXPERIENTAL LEARNING ON ELABORATING MINDSET WITH PROACTIVENESS AS A MODERATOR VARIABLE

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Abstract:

This study aims to determine the effect of experiential learning on elaborating mindset with proactiveness as a moderator variable. Experiential learning, which refers to learning through direct experience, is believed to improve an individual's ability to think deeply and in a structured way, known as an elaborating mindset. This elaborating mindset is a thinking process that does not only focus on quick solutions, but also considers various perspectives and alternatives before making a decision. However, this influence is not independent. The proactiveness factor, which reflects the level of individual initiative in taking action without direct direction, is believed to play an important role as a moderator variable. In other words, the more proactive a person is, the more significant the impact of experiential learning in developing an elaborating mindset. Through a quantitative approach, data from respondents were analyzed to understand the interaction between the three variables. It is hoped that the results of the study can provide new insights into how learning experiences and levels of proactiveness can encourage a more holistic mindset, especially in the context of more effective decision-making and problem-solving.

Keywords: *Experiential Learning, Elaborating Mindset, Proactiveness, Moderation Effect, Entrepreneurial Education.*

1. Introduction

Currently, learning methods are developing very rapidly in modern times (Prensky, 2010). Experiential learning or experience-based learning is becoming one of the approaches that is increasingly in demand in the fields of education and self-development (Kolb, 1984). In research by Kolb (1984), experiential learning is known to provide opportunities for individuals to learn through direct experience, by involving active reflection on the results of the experience (Dewey, 1938). This model has proven to be a successful method in developing critical thinking skills and creative skills in students (Moon, 2004).

Elaborating mindset refers to a way of thinking that focuses on developing and refining ideas through deep reflection, analysis, and exploration of innovative perspectives (Dweck, 2006). People who have an elaborating mindset tend to be more creative and innovative in finding solutions to problems (Amabile, 1996). The experiential learning approach is seen as one of the factors that can facilitate the development of elaborative thinking, because with this approach participants can be directly involved in real experiences and also reflect on the results (Kolb & Kolb, 2009).

However, the effects of experiential learning on elaborating mindset can vary from person to person (Deci & Ryan, 1985). Proactivity is thought to be one of the factors that moderates this

relationship (Frese & Fay, 2001). Proactivity is a person's tendency to take the initiative in creating or changing a situation (Crant, 2000). People who have high levels of proactivity tend to be more responsive to experiential learning, which can strengthen the effects of experiential understanding on detailed thinking (Grant & Ashford, 2008).

In this study, the main objective is to test whether there is a significant effect of experiential learning on elaborating mindset. In addition, we also want to know the role of proactivity as a moderator variable in the relationship based on the description given.

2. Research Method

2.1 Quantitative Approach

This study adopts a quantitative approach to empirically examine the relationships between variables. Titled "*The Effect of Experiential Learning on Elaborating Mindset with Proactiveness as a Moderator Variable*", the research utilizes this method to evaluate how one variable influences another and to conduct statistical hypothesis testing. A common feature of quantitative research is the use of structured questionnaires with Likert scales as instruments for data collection. These questionnaires aim to capture respondents' perceptions of the key variables: experiential learning, elaborating mindset, and proactiveness. The indicators for each variable are derived from previous studies or relevant theoretical frameworks, serving as the foundation for crafting the questionnaire items (Detikcom, 2024). This study follows several structured stages in its research methodology. The process begins by identifying the population and determining the sample to be studied. Sampling methods can be either random or non-random, depending on the population's characteristics. Data collection is carried out by distributing questionnaires to selected respondents. Before analyzing the data, the questionnaires undergo tests to ensure the validity and reliability of the instruments used. For data analysis, statistical techniques such as multiple regression and path analysis are employed to explore both the direct effects and moderating roles between the variables. Specifically, multiple regression is used to examine the influence of experiential learning on an elaborating mindset. To assess whether proactiveness acts as a moderating variable, Moderated Regression Analysis (MRA) is applied. This approach helps determine whether proactiveness strengthens or weakens the relationship between experiential learning and deeper thinking patterns. In summary, this study employs a quantitative approach, with questionnaires serving as the primary data collection tool. The methodology encompasses sampling, instrument testing, and statistical analysis to evaluate the research hypotheses (Detikcom, 2024).

3. Results and Discussion

3.1. Results

Conceptual Framework

The conceptual research model to test the established hypothesis, then the research model used is shown in the following image:

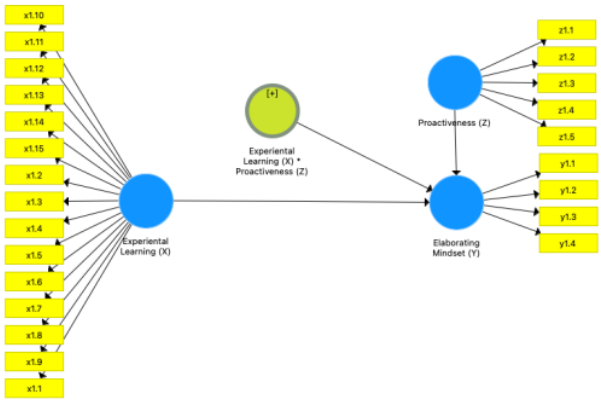

Figure 1. (Model Analysis)
Source: Reseacher'data (2024)

Table 1. Descriptive Analysis

Variables	Freq.	(%)
Gender		
Man	69	37.5
Woman	115	62.5
Age		
< 19 years	7	3.8
> 23 years old	1	.5
19 - 23 years	176	95.7
Experiential Learning activities that are currently being or have been participated in		
Never before	1	.5
Eo	1	.5
Family business	1	.5
Apprenticeship	18	9.8
Having a business in entrepreneurship learning [minimum EVE course]	152	82.6
Practicum	2	1.1
Field Project	9	4.9

Source: Reseacher'data (2024)
Note: Profile of the sample profile (N=184)

From the descriptive analysis table, it is evident that the study involved 184 respondents. The majority of participants were female, accounting for 115 individuals or 52% of the total sample. Meanwhile, there are 69 men, which is equivalent to 31.2% of all respondents. In terms of age, the majority of respondents are between 19 and 23 years old, which is 176 people or 79.6%. There are also 7 respondents who are under 19 years old (3.2%), and only 1 respondent is over 23 years old (0.5%). Meanwhile, when viewed from the experiential activities that are being or have been followed, as many as 152 people or 68.8% of respondents have businesses related to entrepreneurship courses at least EVE. There are 18 respondents (8.1%) who take part in internship programs, while 9 respondents (4.1%) are involved in field projects. In addition, only 2 people (0.9%) take part in practicums. Meanwhile, there are several other experiential learning activities such as EO, family business, and others, but only 1 respondent (0.5%) participated in them. One respondent had never participated in any experiential learning activities at all. Overall, the descriptive analysis table above states that the majority of respondents are female, aged 19 to 23 years, and most have been involved in experiential learning activities related to entrepreneurship.

Model Evaluation

The evaluation of both the outer and inner models is conducted by reviewing the results generated through the PLS Algorithm.

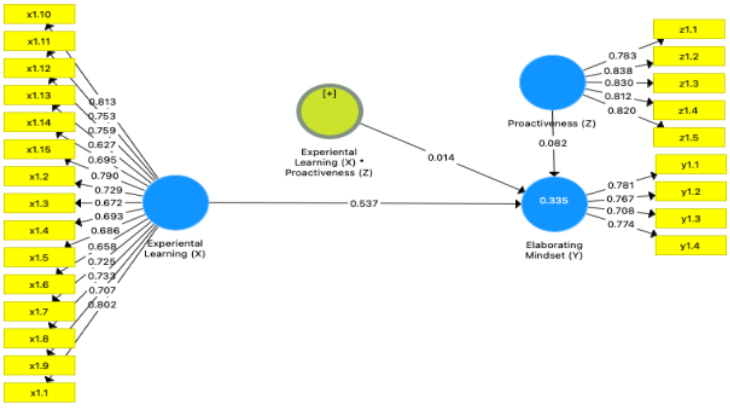

Figure 2. (Model Analysis Outer Model Testing)
Source: Reseacher'data (2024)

Table 2. Outer Model Testing

	Variables and Indicators	*Loading Factor*	*Mean*	*Average Variance Extracted (AVE)*	*Cronbach's alpha*
Experiential Learning (X)				0.525	0.936
x1.1	I feel happy in taking entrepreneurship courses.	0.802	4.283		
x1.2	I feel satisfied in taking entrepreneurship courses.	0.729	4.266		
x1.3	The entrepreneurship course I took was informative [i.e., it provided me with the knowledge I needed regarding entrepreneurship].	0.672	4.37		
x1.4	The entrepreneurship course I took can be applied in everyday life.	0.693	4.348		
x1.5	The entrepreneurship lecture process that I attended was simple or easy to understand.	0.686	4.212		
x1.6	The entrepreneurship course that I took can help me to develop my skills.	0.658	4.424		
x1.7	The entrepreneurship lecture process that I took was relevant or suitable for my self-development.	0.725	4.342		
x1.8	In taking entrepreneurship courses, I was actively involved.	0.733	4.299		
x1.9	The entrepreneurship course I took gave me challenges [for example, the challenge of finding business opportunities].	0.707	4.391		
x1.10	I am happy to participate in the entrepreneurship lecture process.	0.813	4.304		
x1.11	The entrepreneurship course that I attended can increase my knowledge or self-confidence.	0.753	4.375		
x1.12	The activities in the entrepreneurship lectures helped me integrate the lecture materials.	0.759	4.364		
x1.13	The entrepreneurship course that I took trained me to independently assess textbooks or course materials [for example, which textbooks are needed or not needed].	0.627	4,082		
x1.14	In entrepreneurship lectures, I learned something I didn't know before.	0.695	4.413		
x1.15	I feel happy because I have programmed or completed entrepreneurship courses.	0.790	4.359		

Proactiveness (Z)				0.667	0.877
z1.1	I enjoy facing or overcoming obstacles that get in the way of my ideas.	0.783	4.054		
z1.2	I excel at identifying opportunities.	0.838	3.875		
z1.3	If I believe in an idea, nothing will stop me from making it happen.	0.830	4.043		
z1.4	I like to challenge the status quo [the existing or ongoing conditions].	0.812	3.88		
z1.5	I can see good opportunities long before others do.	0.820	3,842		
Elaborating Mindset (Y)				0.575	0.756
y1.1	I consider whether I have time, when I start to run a business.	0.781	4.266		
y1.2	I consider whether I have financial opportunities [e.g. financial support from family/colleagues/financial institutions], when I start to run a business.	0.767	4.245		
y1.3	I consider when is the right time, when I start to run a business.	0.708	4.201		
y1.4	When I start to run a business, I look for both positive and negative information on how to run it.	0.774	4.418		

Source: Reseacher'data (2024)

3.2. Discussion

Convergent validity in a reflective measurement model is assessed by examining the correlation between the scores of each item or indicator and the overall construct score. An indicator is deemed reliable if its correlation value exceeds 0.70. However, during the scale development phase of research, loading values between 0.50 and 0.60 are still considered acceptable. The Average Variance Extracted (AVE) is a measure utilized to assess convergent validity, as it is derived from the output of convergent validity analysis. In this study, an AVE value greater than 0.5 (> 0.5) is considered satisfactory. When examining the latent variable constructs, all constructs demonstrate AVE values exceeding the threshold of 0.5. In addition to validity testing, the reliability of the construct is also assessed, which is determined by the composite reliability of the indicator block used to measure the construct. A construct is considered reliable if the composite reliability exceeds 0.70 (Ghozali, 2011: 43).

Table 3. Descriptive Analysis

	Experiential Learning (X)	Elaborating Mindset (Y)	Proactiveness (Z)
x1.1	**0.802**	0.400	0.345
x1.2	**0.729**	0.283	0.342
x1.3	**0.672**	0.197	0.248
x1.4	**0.693**	0.365	0.293
x1.5	**0.686**	0.319	0.451
x1.6	**0.658**	0.296	0.202
x1.7	**0.725**	0.392	0.263
x1.8	**0.733**	0.507	0.359
x1.9	**0.707**	0.339	0.345
x1.10	**0.813**	0.454	0.329
x1.11	**0.753**	0.427	0.425
x1.12	**0.759**	0.570	0.311
x1.13	**0.627**	0.389	0.340
x1.14	**0.695**	0.524	0.247
x1.15	**0.790**	0.453	0.394
y1.1	0.410	**0.781**	0.246
y1.2	0.425	**0.767**	0.237
y1.3	0.353	**0.708**	0.151
y1.4	0.520	**0.774**	0.323
z1.1	0.365	0.281	**0.783**
z1.2	0.392	0.227	**0.838**
z1.3	0.375	0.214	**0.830**
z1.4	0.325	0.206	**0.812**
z1.5	0.375	0.347	**0.820**

Source: Reseacher'data (2024)

The discriminant validity of the reflective indicators is evaluated by examining the cross-loadings between each indicator and its corresponding construct. The cross-loading results from the PLS Algorithm are presented in the table above. According to the table, the correlation between each indicator and its construct is higher than the correlation with other constructs. This indicates that the latent construct predicts its indicators more effectively than those in other constructs.

3.2.1. Inner Model Testing

Table 4. Inner Model Testing

	R-square	Conclusion
Elaborating Mindset (Y)	0.335	Moderate

Source: Reseacher'data (2024)

One approach to evaluating the inner model is by determining the R-square (R2) value for the dependent construct. If the R-square (R2) value exceeds 0.19, the model is considered "weak," while an R-square (R2) value above 0.33 suggests a "moderate" model, and a value greater than 0.67 indicates a "strong" model (Ghozali, 2006: 27).

According to the table above, the Determination Coefficient (R-Square) value for the endogenous variable Elaborating Mindset (Y) is 0.335. This indicates that the independent variables collectively contribute 33.5% to the Elaborating Mindset (Y) (dependent variable). The remaining 66.5% is influenced by other independent variables that were not included in this study.

3.2.2. Goodness of Fit Test

Table 5. Goodness of Fit Test

	Saturated model	Model Fit Criteria	Conclusion
SRMR	0.075	SMSR < 0.08	Good fit
d_ULS	1,677	d_ULS > 2,000	Marginal fit
d_G	0.638	d_G > 0.9000	Marginal fit
NFI	0.766	NFI >0.9	Marginal fit

Source: Reseacher'data (2024)

3.2.3. Hypothesis Testing

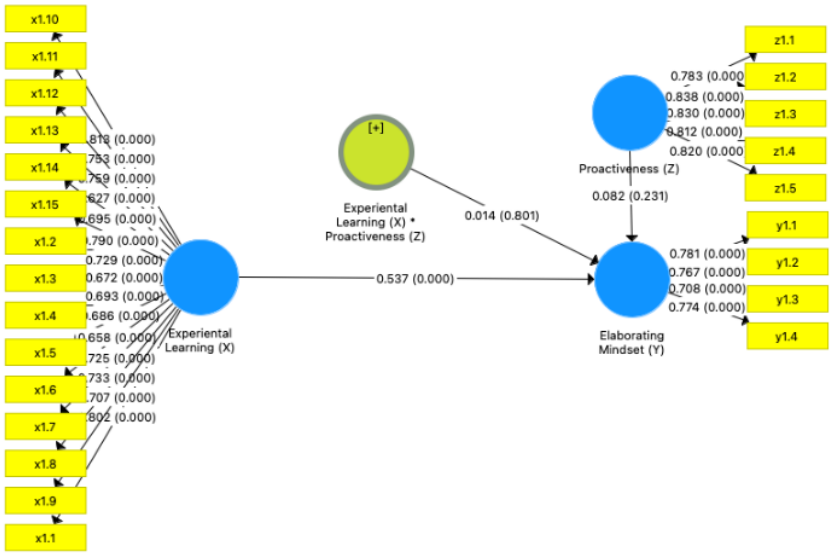

Figure 3. (Model Analysis)
Source: Reseacher'data (2024)

1. The Influence of Experiential Learning (X) on Elaborating Mindset (Y) (Hypothesis 1)

Table 6. The Influence of Experiential Learning (X) on Elaborating Mindset (Y)

	Original Sample (O)	P Values	Significant	hypothesis
Experiential Learning (X) -> Elaborating Mindset (Y)	0.537	0.000	Significant	Accepted

Source: Reseacher'data (2024)

The analysis of the first hypothesis, as shown in the table, reveals a positive relationship between Experiential Learning (X) and Elaborating Mindset (Y), with an Original Sample (O) value of 0.537. The p-value is 0.000, which is lower than the significance level of $\alpha = 0.05$, indicating that the hypothesis is supported. Therefore, it can be concluded that Experiential Learning significantly influences Elaborating Mindset. This suggests that the more an individual engages in experience-based learning, the greater their ability to think critically.

2. The Influence of Experiential Learning (X) on Elaborating Mindset (Y) with Proactiveness (Z) as a Moderator Variable (Hypothesis 2)

Table 7. The Influence of Experiential Learning (X) on Elaborating Mindset (Y) with Proactiveness (Z) as a Moderator Variable

	Original Sample (O)	P Values	Significant	hypothesis
Experiential Learning (X) * Proactiveness (Z) -> Elaborating Mindset (Y)	0.014	0.801	Not Significant	Rejected

Source: Reseacher'data (2024)

The analysis results from the second hypothesis table indicate that Proactiveness (Z) does not significantly moderate the relationship between Experiential Learning (X) and Elaborating Mindset (Y). This is evident from the Original Sample (O) value of 0.014 and a p-value of 0.801, which is well above the significance threshold of 0.05. As a result, the hypothesis is rejected, and it can be concluded that Proactiveness does not serve as a moderator in the link between Experiential Learning and Elaborating Mindset. In other words, proactiveness neither enhances nor diminishes the impact of experiential learning on elaborating mindset.

4. Conclusion

From this study, it can be concluded that although Experiential Learning has a positive and significant influence on Elaborating Mindset, the role of Proactiveness as a moderator variable does not have a significant impact in strengthening or weakening the relationship. This means that the proactive attitude possessed by an individual does not moderate the effect of experiential learning on the individual's ability to think deeply. Thus, although experiential learning can improve elaborating mindset, the proactivity factor does not affect the magnitude of the impact of experiential learning.

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