



Effects of Learning Management Using Experiential Learning Method on Martial Arts Boxing Ability for First Student of Jiangsu University Science and Technology Information

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Abstract

Background and Aims: In martial arts boxing, experiential learning improves skill development by offering practical instruction that combines theory and practice. By enhancing technique, physical conditioning, and decision-making, this method helps practitioners become more competent and self-assured. In the end, it yields better results and a more profound comprehension of martial arts boxing. Thus, this paper aims to (1) Compare the students' martial arts boxing ability before and after learning through Experiential Learning. (2) Compare the students' martial arts boxing ability after learning through the Experiential Learning Method with the determined criterion set at 70%. And (3) To assess the student's satisfaction after using the Experiential Learning Method.

Methodology: The sample of this study was -Population of this study is 60 (2 classes) students academic 2023 students of Jiangsu Science and Technology Information; The Sample of this study is 30 (1 class) students derived from cluster random sampling method., which derived cluster random sampling method. The research instruments were as follows: 1) five teaching plans for the Martial Arts Boxing Ability course. 2) The reliability of the martial arts boxing ability test is 0.82. 3) A student satisfaction questionnaire with a reliability of 0.83. The statistics used for data analysis were the mean, standard deviation, t-test for one sample, and t-test for dependent samples.

Result: The results showed that 1) The test results of art boxing ability with experiential learning method ($M=69.30$, $S.D.=16.59$ $t=22.87^*$) were higher than those before learning ($M=59.26$, $S.D.=16.45$ $t=28.90^*$), which was at the 0.05 level statistical significance. 2) After learning through the experiential learning method, students' martial arts boxing ability is higher than the standard of 70% full score. The difference was statistically significant ($M=69.30$, $S.D.=16.59$ $t=22.87^*$). 3) students' satisfaction with experiential learning was higher ($M=4.30$, $S.D.=0.73$)

Conclusion: This study reveals five key steps of experiential learning in the course of artistic boxing ability: designing problems, organizing tasks, solving problems, displaying and sharing, and analyzing and evaluating. This learning method not only helps students imitate technical movements, but also promotes the creation and development of personal styles and skills, and cultivates aesthetic ability. The comprehensive application of experiential learning management can effectively improve students' skill level and comprehensive quality in the field of Martial Arts Boxing Ability

Keywords: Experiential Learning; Martial Arts Boxing Ability; Student's Satisfaction

Introduction

Since the end of the 1980s, Wushu education in China has undergone significant development, especially with the establishment of Wushu Major in various sports schools and this period marked the emergence of the first generation of martial arts professionals with a bachelor's degree. In the past few decades, Wushu has become the main content of school physical education, reflecting its growing maturity and significance in the field of education. However, the emergence of globalization has brought new challenges and difficulties to Wushu education. It is necessary to reevaluate and optimize the educational objectives and methods. This is essential to improve the accessibility of the subject and attract a wider audience, including students, teachers, and the general public, to ensure its effective preservation and dissemination. (Hao, 2021)

At the same time, the responsibility and obligation of colleges and universities is to cultivate diversified talents in the new era. While connecting with the times, they cannot abandon traditional culture, but also shoulder the burden of inheriting and carrying forward excellent traditional culture. Taking "Morality Cultivation" as the fundamental task of education is the foundation of colleges and



universities. The General Office of the CPC Central Committee and the General Office of the State Council issued opinions on the implementation of the project for the inheritance and development of Chinese excellent traditional culture Issued by the General Office of the Communist Party of China Central Committee and General Office of the State Council (GF 2017-01-25), which pointed out that all links of school education should carry out the infiltration of traditional culture in all aspects, strengthen the construction of disciplines related to traditional culture, follow the rules of students' cognition and teaching and educating people in teaching, and cultivate students' vigorous, promising and self-improvement spirit. This reflects that China's education needs to implement the inheritance of excellent traditional sports culture in the process of development, and deeply excavate the traditional sports spirit in education and teaching. The State Council issued the National Fitness Program (TSC 2016-2020), which stressed that teenagers are the key group of the national fitness program, and it is necessary to explore traditional sports and give strong support to boxing and other fitness programs. The general office of the CPC Central Committee and the general office of the State Council issued opinions on Comprehensively Strengthening and improving school sports work in the new era (TGO 2020), which pointed out that schools should strengthen the cultivation of traditional sports talents, focus on the daily training of traditional sports, increase the traditional sports-related events, and let Chinese traditional sports shine in the campus. It can be seen that the state attaches great importance to traditional sports, the education department will actively promote boxing courses, and the school will become an important position to carry forward and inherit traditional culture, to cultivate several high-quality Wushu talents for the country.

With the rapid development of the knowledge economy, quality education has become the main melody of today's teaching development. The decision of the CPC Central Committee and the State Council on deepening education reform and comprehensively promoting quality education points out that "improving students' comprehensive quality and promoting students' all-round development" has become the common orientation of today's teaching practice. The national guidelines for the teaching of physical education courses in colleges and universities (DCC,1999) (21)) clearly state that the design of physical education courses should highlight the dominant position of students, strive to advocate open and inquiry teaching, and cultivate talents of the new era who are diversified and progressive in morality, intelligence, physique, beauty, and labor. The opinions on strengthening school physical education to promote the comprehensive development of students' physical and mental health [EB/OL] (2017) pointed out that in school physical education, interest is the key, advocating personalized teaching and active participation, focusing on students' enthusiasm for knowledge and the effectiveness of the education of emotions, attitudes, and values. The opinions on deepening the integration of sports and education and promoting the healthy development of teenagers (OGO 2020)) point out that it is necessary to speed up the construction of sports colleges and universities, establish the concept of health education that life lies in sports, and start from the actual needs of the majority of teenagers, to cultivate students to enjoy, experience and develop the fun of sports and understand the spirit of sports. Quality education not only emphasizes the cultivation of students' diversified progress in morality, intelligence, physique, beauty, and labor but also emphasizes that the design of physical education curriculum should highlight the dominant position of students and cooperate with teachers to create a non-traditional classroom form, which puts forward new requirements for teaching methods and means. Under the guidance of the spirit of the above documents, physical education teaching in colleges and universities in China should not only focus on cultivating students' subject knowledge but also on shaping students' spiritual world, such as social ability, group consciousness, and aesthetic consciousness. However, the traditional sports teaching idea based on technology has been divorced from the development direction of today's quality education and has not adapted to the purpose of the diversified development of college sports elective courses. To comply with the development requirements of physical education quality education in colleges and universities, we need to explore a new teaching method to provide a new way of thinking for improving the quality of physical education teaching.

In this context, Wushu education is not only an important part of Chinese traditional sports culture but also one of the important contents of higher education. Combining traditional Wushu with modern education can not only promote the inheritance and development of traditional culture but also cultivate students' physical and mental health, team spirit, and self-cultivation, laying a solid foundation for their



all-round development. Therefore, the status of Wushu education in the college physical education system has become increasingly prominent, and its teaching content and methods should also be constantly innovated and improved to meet the needs of the development of the times and make positive contributions to the cultivation of more talents.

In the field of contemporary education, traditional classroom teaching methods are increasingly regarded as inadequate, especially in cultivating students' comprehensive quality and practical ability. Students need to change from passive knowledge receivers to active explorers and problem solvers. This shift in the focus of education has led to the rise of experiential learning as a prominent educational method. Experiential learning emphasizes acquiring knowledge and skills through practical experience and personal participation. It has changed from the traditional passive classroom learning mode to the mode in which students actively participate in various practical activities. This method promotes deeper understanding through personal experience, problem identification, and pattern summary, making learning more attractive, stimulating, and interesting.

Experiential learning is particularly effective in learning management. It enables students to understand management theory and apply it to real scenes. Simulating the actual management problems and environment can enable students to experiment and practice in a safe environment, to develop their judgment, decision-making ability, and leadership skills. Compared with traditional theoretical learning, this practical method provides a deeper understanding of management challenges and complexity.

The value of experiential learning is also obvious in Wushu and boxing education. Traditional methods tend to focus on the transfer of skills but lack practical application opportunities. Experiential learning allows students to apply skills in practical training and cultivate correct exercise habits and situational awareness. By simulating the real scene, it improves the students' ability of effective application skills and rapid response.

For the freshmen of Jiangsu University of Science and Technology Information of the People's Republic of China, this stage is crucial to the acquisition of knowledge and the development of skills. Experiential learning provides a diversified and practical way to better prepare them for future academic and professional challenges. Wushu boxing enables freshmen to quickly acquire skills, build confidence, and collect valuable experience for their future careers.

To sum up, experiential learning helps to improve learning management and develop students' martial arts and boxing skills. It has diversified teaching methods, improved learning enthusiasm, and improved the ability for practical application and problem-solving. For freshmen, this will have a positive impact on their academic and professional development trajectory, enabling them to face future challenges more effectively.

Research Questions

1. How is the students' martial arts boxing ability after using the Experiential Learning Method?
2. How is the students' martial arts boxing ability after using the Experiential Learning Method compared with the determined criterion set at 70% of full?
3. How is the students' satisfaction after using the Experiential Learning Method.?

Research Objectives

1. To compare the students' martial arts boxing ability after learning through Experiential Learning.
2. To compare the students' martial arts boxing ability after learning through Experiential Learning The method with the determined criterion set at 70%.
3. To assess the students' satisfaction after using the Experiential Learning Method.

Literature Review

Research on experiential teaching

Although the concept of experiential teaching has a long history in our country, it was relatively late to carry out academic research. It emerged and developed with the gradual promotion of quality education at the end of the last century. Searching on CNKI China Knowledge Infrastructure with the theme of "experiential teaching", it was found that since 2002, the number of Chinese literature formed



through research on the theme of "experiential teaching" has been steadily increasing, with the highest number of 1718 articles in 2019. The research field mainly focuses on secondary education, primary education, higher education, vocational education, foreign language, and writing. The current research on experiential teaching mostly focuses on its theoretical basis, characteristics, and teaching models. In practice, it has been combined with various disciplines, but the quantity is not very large. After studying and organizing the literature, it can be found that Chinese scholars' research on experiential teaching mainly focuses on the following three aspects:

(1) *Theoretical basis research*: From this perspective, scholars generally agree that constructivist teaching theory, Dewey's "learning by doing" theory, affective teaching theory, and Bruner's discovery learning model are the theoretical basis for experiential teaching. On this basis, Lan Qiang also regarded Marxist epistemology as the theoretical foundation of experiential teaching. Lan (2010), among which the relationship between cognition and practice is the primary issue guiding the development of experiential teaching; In the eyes of Marina and Nan Jiwen, the experiential learning cycle model, like Dewey's experiential naturalism, provides a theoretical basis for experiential teaching Ma & Nan (2007); Scholars such as Yang Tongyu believe that modern learning concepts and modern teaching theories are also the theoretical foundation of experiential teaching Yang & Chen (2006); In Zhang Junying's view, experiential teaching is also based on Rogers' humanistic teaching ideas and Dell's "Tower of Experience" as the theoretical foundation. Zhang (2007).

(2) *Research on Teaching Characteristics*. The so-called "experience" refers to the understanding of things around us in practical activities, and its essence lies in hands-on experience. This is the most basic feature of experiential teaching recognized by most scholars in China, and it is also an important feature that distinguishes this model from other teaching methods Zong (2021). In addition, different scholars have also conducted research on classroom implementation on the front line, summarizing other characteristics of experiential teaching. For example, Wang Xuedong believes that when conducting experiential teaching, teachers need to pay sufficient attention to the individual differences and silence characteristics of students, interact closely with classmates, communicate with each other, and allow students to fully participate in experiential teaching to achieve better learning results. Not only is it about imparting knowledge, but more importantly, it is about conveying emotions of perception and cognition Wang (2009). Between Song Chao and Zhang Lushan. It seems that experiential teaching has its hidden characteristics, emphasizing the importance of students being unconsciously stimulated by environmental factors and receiving education and acquiring knowledge Song (2016). Xia Qing et al. proposed that the experiential teaching model is characterized by interaction, experiential nature, and full process Xia et al (2020), emphasizing teacher-student interaction and students' personal experience. Wan Liyong and other scholars proposed the situational characteristics of experiential learning, believing that the learning process is reflective, and the learning outcomes have individual differences Wan et al (2006). They emphasized that experiential learning is accompanied by reflection, and the learning outcomes vary from person to person.

(3) *Research on Teaching Models*: In this regard, there is currently no unified conclusion in China, with diverse opinions and a hundred flowers blooming. For example, Hu Shangfeng and Tian Tao proposed a five-paragraph teaching model of "passion for entry - dialogue and empathy - exploration of emotions - practical indulgence - commentary and analysis of emotions" Han (2009). This model highlights the importance of students' subjectivity, and students use enthusiasm to experience new knowledge, which has been verified in practice, thereby promoting the unity of knowledge, emotion, and practice in the learning process. In Tian Li's view, the process of experiential teaching consists of three major parts, namely creating contexts, interactive learning, and knowledge construction Liao & Xu (2013). In this section, transition from creating emotional contexts to creating learning contexts, and provide guiding materials for students based on this. Then engage in interactive learning, solving learning problems through interaction between teachers and students. Construct knowledge through teacher-student interaction, transforming indirect experience into direct experience. After dividing experiential teaching into three parts: pre-class preview, classroom learning, and after-class, Su Limin further planned and designed basic models and strategies, including questioning and stimulating, questioning and stimulating, and feedback experience Lu (2022). Zhao Weimin believes that under experiential teaching, the learning process is much more important than achieving learning



goals. The achievement of students' ultimate value is accumulated through the learning process. Specifically manifested in three aspects: life experience, hard exploration, and emotional resonance Hu, Tian (2003). In addition, many related studies in the field of vocational education integrate experiential teaching with specific disciplines. The main reason for this is that vocational education emphasizes application, and experiential teaching methods are beneficial for students to acquire knowledge and develop hands-on skills in practice.

In summary, domestic scholars not only conduct research on the meaning and characteristics of experiential teaching, but also analyze the different forms, necessity, and importance of experiential teaching practice. However, most of the research by scholars focuses on the analysis and discussion of experiential teaching theory, while empirical investigations and case design analysis in practical operations are relatively lacking. Therefore, this study aims to make up for some of the content in this research.

Research on Boxing course

In response to the government's call to protect China's excellent traditional culture, Wushu education is actively exploring new teaching methods. Experiential teaching not only improves teachers' teaching efficiency but also has a positive impact on students' learning outcomes. This method helps to promote the inheritance of Wushu culture, cultivate students' interest and respect for Wushu, and cultivate excellent talents in Wushu Industry.

The information on the Wushu training course based on the experience learning method is as follows. This course provides one month's basic knowledge and skills for first-year students majoring in martial arts. The learning management of this course adopts the method of experiential learning to cultivate the martial arts boxing ability of Freshmen

Dimaned (2008) believes that the curriculum objectives describe the content that teachers will participate in the curriculum. These goals are usually not very broad but are broader than students' learning outcomes.

Ozdemir (2017) pointed out that the curriculum goal is a measurable task that learners need to complete at the end of teaching.

Dibinedetto (2022) defined the course objectives as the expected results of the preparation stage, which helps guide students' learning in the course.

Adjust the current Wushu curriculum objectives

Based on the above definition, the current Wushu curriculum objectives have been adjusted to pay more attention to the cultivation of students' emotional needs and practical abilities. The adjusted objectives are as follows:

Learn standard martial arts boxing movements: teach students the basic knowledge of martial arts boxing routines, be familiar with theoretical knowledge, and develop the ability to design martial arts boxing.

Develop sports understanding ability: improve students' ability to understand movements, and achieve good results in the National Wushu competition.

Stimulate students' interest and love: cultivate students' interest in this course and improve their love and willingness to work in the traditional Wushu Industry. Ensure that students have excellent martial arts performance ability in the professional field, and give full play to their value.

By adjusting the curriculum objectives, students' needs for knowledge and skills have been met, and their emotional needs and personal development have been paid attention to. These goals guide curriculum design, teaching strategies, and evaluation methods, and help to improve the quality of teaching and students' learning effect.

Conceptual Framework

This research aims to study the effect of learning management using experiential learning methods to cultivate the Martial Arts Boxing Ability and students' satisfaction. Chan & Elliot (2004).

Independent variable Dependent variables

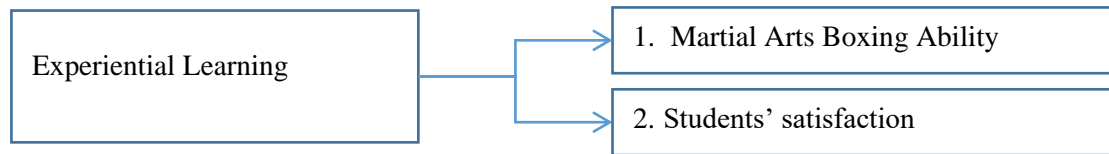


Figure 1 Conceptual Framework

Methodology

Sample: The population in this study was 60 (2 classes) academic 2023 freshmen students of Jiangsu Science and Technology Information. The sample of this study was 30 (1 class) students derived from the cluster random sampling method.

Instruments for collecting data: Research tools are tools for conducting research and collecting data: (1) Experimental instruments; course plan: there are five-course plans for the teaching of Martial Arts Boxing ability, and five courses of 20 hours. (2) Instruments for collecting data; Martial Arts Boxing Ability Evaluation form. And Student Learning Management Satisfaction Survey based on Experiential Learning Construction and inspection/evaluation of research instruments

Experiential Learning

Definition of Experiential Learning Method

The concept of Experiential Learning, originating from the Socratic period in ancient Greece, has evolved through the contributions of modern educators and thinkers. It encapsulates a student-centered approach to teaching and learning.

1. John Dewey's Educational Philosophy: Dewey (1938, as cited by Kladder, 2018), an American philosopher and educator, articulated the philosophy that "education is life", emphasizing that education is the transformation and reorganization of experience. He advocated for "learning by doing", valuing the accumulation of personal experiences and combining practical exercises with rational reflection.

2. David A. Kolb's Experiential Learning Cycle: Kolb (1984) proposed the Experiential Learning Cycle, viewing the learning process as a continuous cycle of experiences. He highlighted the crucial role of experiential learning and critical thinking in the learning process.

3. Alfred North Whitehead's View: Alfred North Whitehead suggested that education should not be a cramming process but should respect each student's life experience, emphasizing the practical and experiential nature of education (Shang & Ngalim. 2020)

Experiential learning emphasizes that students perceive and understand knowledge through personal experiences, making the acquired knowledge more profound and lasting. It is a pedagogical approach that focuses on individual experiences and direct participation.

Application in Educational Practice

1. Combining Practice and Reflection: The experiential learning approach encourages students to acquire knowledge and skills through direct experiences and reflective practice.

2. Student-Centered Teaching Method: This approach emphasizes student-centered teaching, with teachers acting as guides and facilitators, encouraging autonomous learning among students.

3. Diverse Assessment Methods: It includes evaluating students' practical operations, participation, and reflective abilities

Martial Arts Boxing Ability

According to the research of Yang (2005), Martial Arts Boxing Ability is mainly composed of basic technology, attack and defense technology, etc. According to the research of Li (2018), Martial Arts Boxing Ability is mainly composed of three parts: basic technology, offensive technology, and defensive technology. According to Wu (2011), Martial Arts Boxing Ability is mainly composed of basic technology, attack, defense, and counterattack.

Wushu boxing is a prominent style of Chinese Wushu, which is famous for its mobility, speed, and strength. The basic ability of Wushu is multifaceted, including a series of skills that are crucial to proficiency. Each skill contributes to the overall effectiveness and elegance of the practitioner. The following is an extended description of the two core skills:

Part I: basic skills

1. footwork: footwork is one of the most important basic skills in Wushu boxing. It involves how to move, turn, and change posture flexibly to avoid the attack of the opponent or launch an attack. It not only requires agile footwork but also needs to maintain stability and balance in the movement, to maintain the dominant position in the battle.



2. straight boxing: straight boxing is one of the commonly used offensive techniques in Wushu boxing, and it is also an important part of basic skills. It requires the first to hit the target quickly with a straight track, which has the characteristics of rapidity and accuracy. The use of a straight fist requires not only strength and speed but also good technology and accurate judgment.

Part II: offensive, defensive, and counter-attack skills

1. swinging Fist: swinging fist is a common attack technique of martial arts boxing, which hits the opponent by swinging the first quickly. This skill requires the flexible use of arms and upper body to confuse, knock down, or distract the opponent, and create opportunities for further attack or defense.

2. rocking and dodging: rocking and dodging is an effective defensive technique, which can evade the opponent's attack by quickly and flexibly changing body posture and avoiding. This skill requires practitioners to have agile response-ability, excellent physical coordination ability, and sensitivity to battlefield situations.

3. blocking and blocking: blocking and blocking are common defense techniques in martial arts boxing, which can reduce the impact of being hit by blocking the opponent's attack with arms or other body parts. This requires practitioners to have good defense awareness and quick response ability and be able to quickly make correct defense actions.

4. dodge: Dodge is an advanced defense technology, which can avoid being hit by the opponent quickly and flexibly. This skill requires the practitioner to have excellent physical coordination and flexibility, as well as the ability to accurately predict the opponent's movements, and be able to quickly make correct evasive movements at critical moments.

The Martial Arts Boxing Ability is evaluated by the evaluation form which is a Rubric Score including five levels: Excellent, Medium, Good, Pass, and No Pass.

Students' Satisfaction with Learning Management Using Experiential Learning Method.

The students' satisfaction could be regarded as the consistency between the student's expectations and the treatment the institution provided. In this thesis, satisfaction refers to the subjective psychological state of the freshmen in Jiangsu Science and Technology Information in the academic year of 2023 toward Learning Management Using Experiential Learning. An instrument for measuring Martial Arts Boxing Ability. The t-test had a total of 15 items, and the Index of Item Objective Congruence (IOC) of each item in the evaluation form was 0.8 higher than 0.76. The result of analyzing the IOC index showed that all test items were appropriate and could be used in the test difficulty (p) between 0.2-0.8 and discriminability (r) > 0.2 and an achievements test with a reliability of 0.72.

Data collection: The procedures of data collection were as follows: (1) The sample was taught by using Learning Management Using Experiential Learning. (2) Before the instruction, the sample was evaluated by using the Martial Arts Boxing Ability evaluation form (Rubric score). (3) The sample was taught according to the 5 lesson plans (4 hours per lesson plan, and 20 hours in total) of teaching Martial Arts Boxing Ability using Learning Management and Experiential Learning. (4) After finishing the instruction, the sample was evaluated by using the same Martial Arts Boxing Ability evaluation form (Rubric score). (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 the students' Martial Arts Boxing Ability before and after learning through Experiential Learning by using a t-test for the dependent sample. (2) Compare Martial Arts Boxing Ability with the determined criterion set at 70 percent by using a t-test for one sample. (3) Assess the student's satisfaction with Experiential Learning by using arithmetic mean and standard deviation. The data are interpreted by comparison with the following criterion (Phunaploy, et al, 2021),

Arithmetic means 4.50 — 5.00 refers to student's satisfaction with Experiential Learning is at the highest level

Arithmetic means 3.50 — 4.49 refers to student's satisfaction with Experiential Learning is at a high level

Arithmetic means 2.50 — 3.49 refers to student's satisfaction with Experiential Learning is at the moderate level

Arithmetic means 1.50 — 2.49 refers to student's satisfaction with Experiential Learning is at the low level

Results:

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

The result of comparing Martial Arts Boxing Ability before and after learning through Experiential Learning is shown as follows:



Table 1: The result of comparing the mean score of Martial Arts Boxing Ability before and after learning through Experiential Learning

Group	n	Full score	Pretest scores		Posttest scores		t	p
			M	SD	M	SD		
Experimental group	30	90	60.00	16.45	69.30	16.59	7.90*	.000

* $P < 0.05$

As presented in Table 2, the mean scores of the pretest of students' martial arts boxing ability were 59.26 (S.D.=16.45) and the posttest of students' martial arts boxing ability was 69.30, (S.D.=16.59).

On average, Posttest scores were 6.30 points higher than Pretest scores (70%). Moreover, it aimed to examine the mean score of before-and-after using Experiential Learning to enhance martial arts boxing ability. The result of this table showed that after learning through using the Experiential Learning method in the classroom, posttest scores of students' martial art boxing ability were higher than pretest scores at .05 level of statistical significance ($t_{29} = 7.90$, $p = 0.00 < .05$). The average scores of the study developed increasingly higher than pretest.

2. The result of comparing the mean score of compare martial art boxing ability of students before and after learning through using Experiential Learning with the determined criterion set at 70 percent of full scores.

The result of comparing the mean score of compare martial arts boxing ability of students before and after learning through using Experiential Learning with the determined criterion set at 70 percent of full scores. The below table shows descriptive statistics as analyzed by the statistical package program. This table aimed to answer the research objective about whether using Experiential Learning was able to students' martial arts boxing ability.

Table 2 compares the mean score of compare martial arts boxing ability of students before and after learning through using Experiential Learning with the determined criterion

Group	N	Full score	Criteria score	M	S.D.	t	p
Experimental group	30	90	63	69.30	16.59	22.87*	0.000

* $P < 0.05$

As presented in Table 3, the mean score of students' martial arts boxing ability was 69.30 and the standard deviation was 16.59. which was statistically higher than the determined criterion of 70% at a .05 level of statistical significance ($t_{29} = 22.87$, $p = 0.00 < .05$).

According to the research results, we can draw the following conclusions:

The average score and standard deviation of the martial art boxing ability of the freshmen who adopted using Experiential Learning were 69.3 and 6.30 points respectively (the full score was 90 points, higher than 70% of the standard).

It can be seen that the performance of the freshmen with Experiential Learning in martial arts boxing ability is higher than 70%.

3. To assess the students' satisfaction with Using Experiential Learning

The result of comparing the mean score of Satisfaction after learning through using Experiential Learning. The below table shows descriptive statistics and t-tests as analyzed by the statistical package program. This table aimed to answer the research objective about whether using Experiential Learning was able to enhance Satisfaction



Table 4 evaluates students' satisfaction with Experiential Learning through arithmetic mean and standard deviation.

No	LTEN/QUESTION	M	SD	LEVEL OF APPROPRIATENESS
1	Clarity of learning objectives	4.37	0.76	high level
2	Relevance and practicability of learning content	4.40	0.72	high level
3	Attractiveness and effectiveness of teaching methods and Strategies	4.43	0.68	high level
4	Adequacy and quality of learning resources and materials	4.23	0.73	high level
5	Reasonableness of course organization and scheduling	4.27	0.74	high level
6	Teaching competence and professionalism of the instructor	4.33	0.71	high level
7	Comfort and adaptability of the learning environment	4.30	0.70	high level
8	Degree of classroom interaction and participation	4.20	0.81	high level
9	Opportunities for cooperation and teamwork with peers	4.13	0.68	high level
10	Transparency and timeliness of feedback and assessment methods	4.23	0.77	high level
11	Practical application and value of learning outcomes	4.20	0.71	high level
12	Achievement of learning objectives	4.37	0.72	high level
13	Positivity and motivation in the learning process	4.33	0.76	high level
14	Impact of the learning experience on personal growth and development	4.33	0.71	high level
15	Teacher's attentiveness and supportiveness towards students	4.30	0.75	high level
Overall Total		4.30	0.73	high level

As presented in Table 5, it was revealed that the score of the student's satisfaction on using Experiential Learning was M 4.13-4.43 and SD was .68-0.81, the total Mean score was 4.30, and the total SD was 0.73 which was statistically significant, Therefore, students' satisfaction on the Experiential Learning was good the results are as follows:

1) Students' satisfaction with learning objectives is high: the realization of learning objectives (M=4.37, S.D.=0.76), the impact of learning experience on personal growth and development (M=4.33, S.D.=0.71) the practical application and value of learning outcomes (M=4.20 SD=0.71)

2) Students' satisfaction with learning content is high: relevance and practicability of learning content (M=4.40, S.D.=0.72), rationality of curriculum organization (M=4.27, S.D.=0.74), enthusiasm and motivation in the learning process (M=4.33, S.D.=0.76), adequacy and quality of learning resources and materials (M=4.23, S.D.=0.73)

3) Students' satisfaction with learning methods is high: the attraction and effectiveness of teaching methods and strategies (M=4.13, S.D.=0.68), the degree of classroom interaction and participation (M=4.20, S.D.=0.81), the opportunity to cooperate with peers and teams (M=4.13, S.D.=0.68), the transparency and timeliness of feedback and evaluation methods (M=4.23, S.D.=0.77)

4) Students' satisfaction with the learning environment is high: the comfort and adaptability of the learning environment (M=4.30, S.D.=0.70), teachers' teaching ability and professional quality (M=4.33, S.D.=0.71), teachers' concern and support for students (M=4.30, S.D.=0.75)

Discussion

The purpose of this study is to explore the impact of experiential learning management on the Wushu boxing ability of Freshmen at Jiangsu University of Science and Technology information. In



the People's Republic of China, the experimental results show that under the guidance of experiential learning teaching, students' academic performance has improved significantly. After the experimental teaching, the average score of students increased from 59.27 to 69.30. This significant improvement highlights the positive role of experiential teaching methods in stimulating students' interest in learning and cultivating students' problem-solving ability and autonomous learning abilities.

Further analysis found that through experiential learning, students can more actively participate in learning, and master critical thinking and creative thinking ability, to improve Wushu boxing ability. The implementation of the experiential learning method promotes students' in-depth understanding of management courses and encourages them to apply theoretical knowledge to practice. This learning method enables students to constantly explore, reflect, and summarize in practice, cultivate their ability to solve practical problems, and lay a solid foundation for future career development. In addition, the experiential learning method also stimulated the students' interest and enthusiasm in Wushu boxing and enhanced their learning motivation. By participating in the actual operation and simulation situation, students have a deeper understanding of the skills and Strategies of Wushu boxing and continue to improve their skills in practice. This comprehensive learning method enables students to actively explore and study both inside and outside the classroom and forms good learning habits and autonomous learning abilities. To sum up, the experiential learning method has a significant impact on the improvement of the Wushu boxing ability of Freshmen at Jiangsu University of Science and Technology information. Through this teaching method, students not only made progress in academic performance but also developed the ability to solve problems, critical thinking, and creative thinking, which laid a solid foundation for their future study and career development.

According to the set standards, this study evaluates the students' martial arts boxing ability. The results show that under the guidance of experiential teaching, the average score of students' Wushu boxing ability is 69.30 points, and the standard deviation is 6.30 points. From a statistical point of view, the average score is higher than 70% of the set standard (the full score is 90.00, and the standard is 63.00). The implementation of experiential learning teaching has significantly improved the students' martial arts boxing ability. After reflection and verification, this ability has high stability and is not easy to forget.

In the evaluation of students' martial arts boxing ability, this study adopted a comprehensive evaluation method, including the accuracy of technical movements, the mastery of speed and strength, the flexibility of tactical application, and the performance of psychological quality. Through the comprehensive evaluation of these aspects, we can have a more comprehensive understanding of students' martial arts boxing ability levels.

The results show that the average score of Wushu boxing ability of students in the experiential teaching environment is 69.30 points, which shows that the accuracy of technical movements, the mastery of speed and strength, the flexibility of tactical application and the performance of psychological quality of students have been significantly improved. The standard deviation of 6.30 points shows the distribution of students' martial arts boxing ability levels, indicating that most students' ability level is concentrated near the average score, and there is a certain stability on the whole.

From a statistical point of view, although the average score is slightly higher than 70% of the set standard (90 scores), it is still higher than 63.00 points of the standard, indicating that students' martial arts boxing ability has reached more than 70% of the expected goal. This shows that the experiential learning teaching method has achieved remarkable results in improving students' martial arts boxing ability.

In addition, after reflection and verification, the study found that students' Wushu boxing ability has high stability and is not easy to forget. This means that the martial arts boxing ability obtained through experiential learning is not only effective in the short term but also stable in the long term, which provides a solid foundation for student's future learning and practice.

To sum up, the results of this study show that under the guidance of experiential learning teaching, students' Wushu boxing ability has been significantly improved, and has high stability, which provides an important theoretical and practical basis for the further promotion and application of experiential learning method.

Conclusion

1. Experiential learning significantly improves students' martial arts boxing ability. Compared with the previous test results, the students who accepted experiential learning scored significantly higher in Wushu boxing ability, reaching a statistically significant level. This shows that experiential learning



has a significant effect on the cultivation of Wushu boxing ability, and it is worth further promoting and deepening in practice.

2. An experiential learning environment encourages students to actively think and participate in solving problems, to cultivate creative thinking and autonomous learning ability. The implementation of experiential learning requires teachers to have a high level of knowledge and ability. Therefore, we should strengthen the training of teachers' experiential learning methods. Teachers' role in experiential learning is crucial, and their guidance and support play a vital role in students' learning effectiveness.

3. In the learning process of experiential learning, teachers still need to maintain supervision and guidance, increase the time of repeated training, and ensure that students meet the learning objectives of artistic boxing ability. Although experiential learning has a positive effect in the short term, its long-term impact still needs further observation and research. Teachers can further improve students' learning effect and ability development by increasing training time and adjusting teaching methods.

4. Students' satisfaction with the experiential learning method was high ($M=4.30$, $S.D.=0.73$). This shows that students' recognition of experiential learning is high, and they believe that this learning method can effectively improve their learning effectiveness and learning experience. Therefore, we can continue to explore and promote experiential learning methods, and constantly improve and optimize them in practice, to meet the learning needs of students and improve the quality of teaching.

Recommendations

1. Fully understand the basic situation of students before class. When carrying out experiential teaching in boxing elective courses in colleges and universities, teachers should fully understand the basic situation of each student before class, to create teaching scenarios and teaching atmosphere associated with the teaching content, so that students can quickly enter the learning state.

2. Pay attention to students' learning effect detection in class. In the teaching class, we should set up relevant teaching situations to make the boxing course interesting and vivid, but at the same time, we should also pay attention to the student's experience of teaching activities such as sports games. Teachers should assign learning tasks before the experience of teaching activities, and timely detect students' learning after the experience to ensure that students master the teaching content.

3. The teaching time should be reasonably arranged during the situational experience. To bring the scene reproduction experience into the classroom, teachers need to accurately arrange the teaching time. This includes arranging rules and requirements for questionnaires and tests before class, reasonably arranging classroom content according to students' feedback, carrying out practical experience in the classroom, and finally summarizing. This spiral teaching method can effectively reduce the difficulty of classroom management and promote students' progress.

4. Strengthen the aesthetic education of boxing and establish the concept of lifelong sports. In modern society, lifelong sports have become an important subject of educational research. In boxing teaching, we should stimulate students' interest in sports, strengthen boxing aesthetic education, make sports a part of student's daily life, cultivate students' aesthetic emotions and moral emotions, and realize the comprehensive development of body and mind.

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