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Implementation of Problem Based Learning (PBL) in the introductory business course to improve student activity

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Abstract. This study aims to describe the application of problem-based learning in an effort to improve the activeness of Business Education students in introductory business courses. One of the advantages of the problem-based learning method is that it is able to train students in using various concepts, principles and skills that they have learned to solve the problems they are facing. By implementing problem-based learning, it can increase students' activeness in the problem-solving process because the student's activeness observed in this study is in the form of the ability to identify, analyze, solve problems, think logically and make decisions correctly and can draw conclusions. This study was conducted in two cycles, focusing on increasing students' active participation in the learning process. Data collection techniques used questionnaires and observation sheets, while data analysis used qualitative methods. The results of the study showed a significant increase in student learning activity or participation in each cycle, from 55% in cycle 1 to 88% in cycle 2. This increase indicates that PBL is effective in stimulating students to think critically, communicate, and work together in solving problems. The success of this study can be attributed to the ability of lecturers to guide students effectively and create a conducive learning atmosphere. The implication of this study is that the PBL model can be an effective alternative for lecturers in improving the quality of learning and achieving more optimal learning objectives.

Keywords. Method, Problem Based Learning, Activeness

Introduction

Quality education is a primary need that cannot be avoided. The quality of education plays an important role in fulfilling competent human resources (HR) in their fields. Therefore, the interaction between educators and students needs to be improved. The interactive teaching and learning process needs to be developed properly. The rapid development of technology forces educators and students to continue to develop their abilities, as well as education. The development of learning media, learning methods and teaching materials also needs serious attention. Development is directed to be able to keep up with technological advances, the novelty of science and the need for solving problems that occur in society.

One of the important factors to get the development of quality teaching and learning process is teaching materials. All information needed by students that is systematically arranged by considering the development of technology/development of the era to fulfill learning achievement is expected to give positive impact in the knowledge transfer process. Various

types of teaching materials are available and easy to obtain, but not all teaching materials facilitate students to utilize the knowledge gained to solve problems.

Bachelor's degree is a level of education where students' abilities are required to have cognitive abilities but also scientific thinking abilities. In addition, providing a real picture, the learning process requires critical thinking from the use of existing theories to determine problem-solving mechanisms and also the process of implementing relevant theories so that learning focuses on theory and practice of real problems that occur in the field. Therefore, textbooks do not only contain theories but also examples of solving problems. In this study, researchers aim to increase student participation and activeness in learning, develop thinking skills and problem-solving skills actively by using the Problem Based Learning (PBL) approach.

Problem-based learning (PBL) model or known as problem based learning model is a learning model that uses real problems encountered in the environment as a basis for gaining knowledge and concepts through critical thinking and problem-solving skills. According to Sudarman (2007) stated that the basis of PBL is a collaborative process. Learners will construct knowledge by building reasoning from all the knowledge they have and from all that is obtained as a result of interacting with other individuals. With PBL, students are expected to be able to solve problems with various alternative solutions, and can identify the causes of existing problems. The application of the PBL model can help create learning conditions that were originally only the transfer of information from lecturers to students to a learning process that emphasizes constructing knowledge based on understanding and experience gained both individually and in groups. The problems presented in PBL are real problems that exist in the field. According to Hmelo Silver & Barrows (in Fakhriyah, 2014) stated that the problems raised in PBL learning do not have a single answer, meaning that students must be involved in exploration with several solution paths. Student involvement in PBL can help in developing critical thinking skills, because in PBL learning students are fully involved in the learning process through problem-solving activities. In this problem-solving activity, students are required to be able to develop critical thinking skills as a step to solve the problems discussed and can draw conclusions based on their understanding. The problem studied in this study is how to apply problem-based learning in an effort to increase student activeness in the learning process in the Introduction to Business course.

Research methods

This research is included in qualitative descriptive research, because the data obtained prioritizes the process rather than the results. This type of research is able to capture various qualitative information with careful descriptions, the data collected is in the form of words in sentences or images that have more meaning than just a statement of the amount or frequency in the form of numbers (Sutopo, in Fakhriyah 2014). The data obtained in this study is in the form of a learning process that occurs in the application of problem-based learning in an effort to increase student activity in the learning process of introductory business courses. The subjects of this study were 1st semester students of the business education study program who were registered in the introductory business course. Data collection was carried out by researchers by interacting directly with the research subjects. By interacting directly, researchers can obtain data in the form of student views/opinions with the application of problem-based learning in an effort to increase student activity. Data collection techniques used are: a) observation or observation method. b) interview method, interviews are conducted as one way to obtain information needed by researchers by interviewing several students. c) documentation method,

this method is used to obtain data on lecturer learning devices in the form of RPS and PBL activity steps carried out by students in the form of photos. Qualitative research relies on descriptive data analysis, emphasizes the process rather than the results, limits the study with a focus and has a set of criteria to check the validity of the data, and the results are agreed upon by both parties, namely the researcher and the research subject. The data analysis technique used in this study is the process of searching for information and systematically compiling information and data that have been obtained from the results of observations, interviews and documentation. Then the researcher performs data reduction (an activity that refers to the process of selecting, focusing attention, simplifying, abstracting and transforming data), presenting data (classifying data and identifying data), drawing conclusions and verifying these conclusions (Miles and Huberman in Sugiyono, 2008).

Results and discussion

The implementation of learning with the application of PBL in this study includes several steps, namely 1) Preparation carried out by lecturers by preparing a Semester Learning Plan (RPS) 2) Implementation of learning with the application of PBL in an effort to increase student activity in introductory business courses 3) Evaluation and Reflection with research subjects on obstacles encountered in the application of PBL in an effort to increase student activity. The planning of learning activities has been carried out by lecturers in introductory business courses well. This can be seen from the existence of a semester learning plan. In the plan that has been prepared by the lecturer, a learning plan using the PBL model has been written. The application of the PBL model supports the implementation of active, creative, effective and enjoyable learning (PAKEM). Students will be fully involved in the learning process, because students act as learning subjects. The PBL learning design in this introductory business course focuses on increasing student activity. Lecturers in this case are more involved only as facilitators, who plan activities and support the learning process. This is in accordance with Newman's opinion (in Fakhriyah, 2014) which states that in PBL the teacher or lecturer's task is as a tutor or facilitator whose job is to develop students' knowledge and skills.

The learning steps implemented include; 1. Lecturers provide lecture materials on the basics of active, creative, effective, and enjoyable learning, this is necessary so that learning objectives can be achieved. 2. Provide students with the opportunity in groups to observe the field (conduct observations related to SWOT analysis material closest to their campus or place of residence). 3. Compile observation results by analyzing Strength, Weakness, Opportunity and Threat in a business. 4. From the results of observations, real problems are obtained about SWOT analysis in a business. 5. Solve problems encountered in groups. 6. Discuss, exchange knowledge, exchange learning resources to determine the right solution to existing problems. 7. Draw conclusions 8. Evaluation.

The provision of lecture materials by lecturers becomes a provision for students when conducting observations in the nearest business environment. Observations are carried out in groups and the targeted businesses are different. From the results of the observations found, they are then analyzed, what problems exist in the field are then reviewed and reported in the form of an observation activity report. The report contains the results of observations, problem identification, referring to learning sources, steps to determine problem-solving solutions and drawing conclusions. Furthermore, the observation reports that have been worked on by students are presented in groups, in this activity an increase in the activeness of each student is seen. These steps are in line with the steps for implementing PBL carried out by researchers. The following figure 1 shows student activities when presenting observation results.



Figure 1. Student activities when presenting observation results





Figure 2. Student activities in group discussions



Figure 3. Student activities conducting group observations

This research was conducted in accordance with the established classroom action research procedures, namely starting with planning, implementation, observation, and reflection. The results of the classroom action research showed a continuous increase in student activity from one cycle to the next. The results of the research in each cycle are as follows:

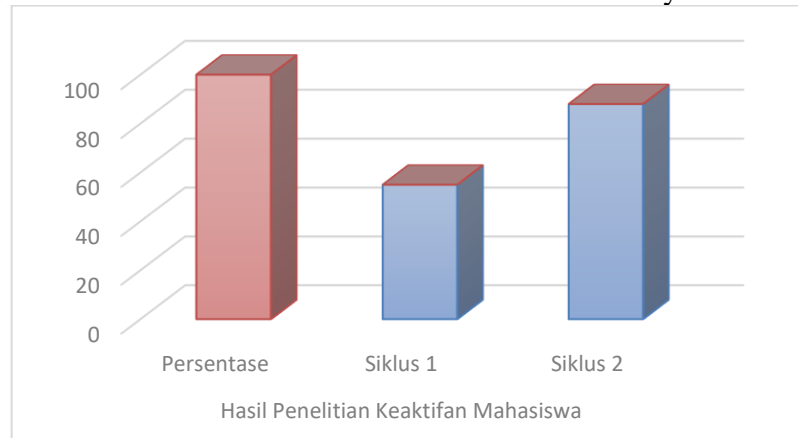


Figure 4. Graph of student activity

The results of the study showed a significant increase in student learning activity from cycle 1 to cycle 2, as seen in the diagram above. The most prominent increase occurred in the activity of conducting observation and discussion activities in groups which increased from 55% in cycle 1 to 88% in cycle 2. From the diagram in cycle 1, the percentage of activity was 55%, which means it is still in the less category. Then in Cycle 2 there was an increase to 88%, which means that student learning activity was good. This can be seen clearly from the results of the observations made. However, some students still need additional support to increase their participation in the learning process. The factors that influence student learning activity according to Maradona, (2016), are divided into two, namely internal factors and external factors. Internal factors that influence student learning activity are: 1) physiological factors (physical and bodily condition) 2) psychological factors (attention, memory, and response). External factors that influence student learning activity are: 1) non-social factors (place and facilities), 2) social factors (lecturers and peers). According to research conducted by Eman, (2023) student activity in class is influenced by various factors, both from within the student (internal factors) and from outside the student (external factors). Poor mental health, low interest in learning, and lack of motivation from lecturers are examples of factors that can hinder student activity. The significant increase in the second cycle can be attributed to the success of lecturers in implementing the problem-based learning model (PBL). The activity of conducting group observations and presenting observation results in groups in PBL provides opportunities for students to be actively involved in the learning process. In addition, feedback provided by lecturers and peers during group discussions also encourages students to be more active. In line with the research results of Rasya et al., (2024) entitled "Implementation of Problem Based Learning Model to Increase Student Activeness in Learning in Class 3 Sdn 45 Ampenan", the results of the study showed that the application of PBL in the learning process can increase student activeness, especially during the group discussion process. One of the external factors that influences activeness is the motivation of the lecturer. High motivation encourages students to be more actively involved in the learning process. This can be seen during the learning process, when the lecturer gives encouragement and attention to students who are less active, making these students want to participate in discussions and be active in the learning process.

From the description above, it shows that the implementation of PBL learning can help students in efforts to improve student activity. Evaluation carried out in PBL learning is carried out in an integrated manner. The assessment does not only assess the final results of the knowledge they learn, but also includes all activities that include the implementation of each PBL step that involves students' ability to work together well which contains indicators that show the level of student activity including; 1) able to formulate the main problem; 2) able to provide logical and relevant reasons; 3) able to express facts based on observation results; 4) using relevant learning sources that are credible and mention them; 5) able to determine solutions to existing problems; 6) able to answer and be open to friends' opinions; 7) able to determine the consequences of making a decision. Reflection is carried out at the end of learning. This reflection is used to obtain data on responses, obstacles felt by students in learning. Obstacles experienced by students include; limited relevant learning sources so that in the discussion process to obtain a solution to the problem sometimes it is not sharp enough, and obstacles encountered in small groups, namely that there are several students who are not proactive in observation activities because there are still some students who are passive in communicating. Some of the advantages of implementing PBL include very broad material discussions, very active discussions. While the weaknesses of PBL found in this study are that learning requires independent learning activities for each student, and sometimes there are still some students who rely on their group mates.

Conclusion

Based on the research results, it can be concluded that the application of problem-based learning (PBL) models can improve student learning activity. Through PBL, students are encouraged to think critically, participate actively both independently and in groups, find solutions to problems, and collaborate with classmates. Motivation given by lecturers also plays an important role in increasing students' enthusiasm for learning, however, further efforts are still needed to actively involve all students, especially students who tend to be passive.

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