

Implementation of Project Based Learning (PjBL) Learning Model to Improve Students' Soft skill

Verinita Verinita^{1*}, Yanti Yanti¹

¹ Universitas Andalas Padang, Indonesia

*Corresponding author. Email: verinitaarsya@eb.unand.ac.id

ABSTRACT

The Management Study Program, Faculty of Economics, Andalas University offers the Marketing Management course in odd semesters. Based on last year's evaluation of learning in the Marketing Management course, students have difficulty understanding the application of marketing management in the business world. They understand concepts and theories, but when looking for solutions to problems that occur in business organizations, they have not been able to provide applicable solutions and have not been able to hone their soft skills. To overcome these shortcomings, the project-based learning (PjBL) method is applied. This PjBL method is centered on students who improve their soft skills. The PjBL method is here to overcome the limitations of current teaching methods. This method is considered appropriate to achieve educational goals based on learning achievement. The PjBL learning method is a learning model that can improve students' soft skills, which consists of 6 components, namely communication skills, critical thinking skills and problem-solving, team collaboration skills, information management skills, professionalism skills and leadership skills. This method is useful because it can improve students' ability to communicate, improve critical thinking skills and solve problems, improve the ability to work in teams, improve the ability to manage information, improve the ability to be professional and leadership skill

Keywords: *PjBL Learning Method, Marketing Management Course, Soft skill, Solution*

1. INTRODUCTION

The Marketing Management course is designed to increase students' insight in discussing the concept of Marketing Management in organizations and society. This course discusses the function of marketing organizations as a process of creating, communicating, and delivering value to customers and for establishing relationships with customers that will benefit the organization and stakeholders.

The course contributes to the graduate competencies that have been formulated in the Graduate Learning Outcomes (CPL) of the study program, namely mastering the application of Marketing Management concepts as a theoretical basis for analyzing various problems in organizations and society, applying theory, analyzing problems and developing alternative solutions from various problems faced in the field of marketing, and evaluating and critiquing various current issues.

Teaching methods that apply a teacher-centered learning pattern are no longer adequate to be practiced to achieve educational goals based on learning outcomes (LP3M Unand, 2014). Due to the rapid development of scientific knowledge, rapid changes in work competencies, and the need to accommodate participatory democratization in the learning process. Therefore, student-centered learning is very appropriate because it focuses on learning outcomes through the development of creativity, capacity, personality and student needs in developing independence and finding knowledge (LP3M, 2014).

So far, the teaching process for the Marketing Management 1 course puts emphasis on the understanding of marketing management concepts/theories through the method of explaining marketing concepts. The next week students discuss cases determined by the lecturer. This causes students to

feel bored because there are no project assignments that interest them in studying this course material in depth. As a result, students only understand the concept so that the enrichment of the concept of Marketing Management is not optimal due to the low variety of both teaching methods and teaching media used.

To improve the understanding and soft skills of students majoring in Management, Faculty of Economics, Andalas University towards Marketing Management courses, it is necessary to apply a learning model using the Project-Based Learning (PjBL) method. The PjBL learning method is a systematic learning model that invites students to learn knowledge and skills through a structured inquiry process about questions and work on complex, authentic and carefully designed tasks [1]

According to [2] the Project Based Learning (PjBL) method is a learning method that directs students to develop thinking power, find their own way of solving problems, develop the ability to browse literature both journals/articles, convey the information obtained and conduct their own evaluation of their findings. The Project-Based Learning (PjBL) method is an individual activity within one semester. In this Marketing Management course, students will produce output in the form of research results in the form of a mini project that analyzes consumer spending behavior during the covid 19 pandemic. The important elements in this method [3] are: 1) the need to know which is directed to the knowledge and skills derived from the standard (learning outcome); 2) encouraging questions that are directed to open-ended questions so that students will be encouraged to explore; 3) the desire and choice of students in determining the final results of their projects under the guidance of lecturers; 4) critical thinking skills in solving problems; 5) carry out investigations and be innovative and 7) the results of their projects (in the form of mini projects, namely the results of research they do in groups regarding MSMEs will be communicated to their friends in front of the class through group presentations.

The objectives of this activity are: 1) improving students' interpersonal and intrapersonal skills through PjBL teaching methods, 2) equipping students for the implementation of an OBE-based curriculum, 3) preparing students to enter the world of work through strengthening soft skills through PjBL methods and 4)

overcoming shortcomings of the teaching method implemented in the previous year (case study method).

The benefits of this classroom action research are: 1) providing soft skills that are useful for entering the world of work later, 2) producing graduates who are able to solve problems and provide solutions to the problems they face

2. METHODOLOGY

According to [4], soft skills are a person's skills in dealing with other people (interpersonal skills) and skills in self-regulation (intra-personal skills) that are able to develop optimally one's performance. Self-regulating skills include: a) transforming character, b) transforming beliefs, c) change management, d) stress management, e) time management, f) creative thinking processes, h) goal setting and life purpose, i) accelerated learning techniques, and others. While examples of skills in dealing with other people include a) communication skills, b) relationship building, c) motivation skills, d) leadership skills, e) self-marketing skills, f) negotiation skills, g) presentation skills, h) public speaking skills, and others.

To measure the effectiveness of this PjBL teaching method, students are asked to fill out a questionnaire compiled by the lecturer. To increase student participation in answering questions in the questionnaire, the assessment of the learning process is distributed online to all students in the Marketing Management 1 class via iLearn. Questionnaires that have been distributed will be assessed and analyzed and interpreted by the Research Team. According to LP3M (2018), the characteristics of the ideal assessment strategy are valid, reliable, have a positive educational impact, are held within a fair, strong regulatory framework and are supported by a process of setting good graduation standards. These ideal characteristics need to be considered in the preparation and implementation of an assessment strategy for students, which consists of determining research techniques, determining indicators, implementing measurements and making decisions.

This classroom action research procedure was designed using descriptive research with online questionnaire distribution techniques using Google forms. There are 4

stages to be carried out, namely planning, action, development, and evaluation. Data collection is done online with all students taking the Marketing Management course as respondents. The statement instrument will use the 5 measurement scales, namely (Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5)

The evaluation step is carried out after the research results are analyzed and interpreted to evaluate the results of feedback from students. The results of the research findings will be used as the basis for corrective actions and recommendations so that they will be used as the basis for improvements in the learning method of the Marketing Management 1 course in the future. Raw data obtained from students will be analyzed quantitatively using tools in the form of SPSS software and presented in the form of a frequency distribution

3. RESULTS AND DISCUSSION

According [4], soft skills are a person's skills in dealing with other people (interpersonal skills) and skills in self-regulation (intra-personal skills) that are able to develop optimally one's performance. Self-regulating skills include: a) transforming character, b) transforming beliefs, c) change management, d) stress management, e) time management, f) creative thinking processes, h) goal setting and life purpose, i) accelerated learning techniques, and others. While examples of skills in dealing with other people include a) communication skills, b) relationship building, c) motivation skills, d) leadership skills, e) self-marketing skills, f) negotiation skills, g) presentation skills, h) public speaking skills, and others.

To measure the effectiveness of this PjBL teaching method, students are asked to fill out a questionnaire compiled by the lecturer. To increase student participation in answering questions in the questionnaire, the learning process assessment is distributed online to all students in the Marketing Management 1 class via iLearn. Questionnaires that have been distributed will be assessed and analyzed and interpreted by the Research Team. According to [4], the characteristics of the ideal assessment strategy are valid, reliable, have a positive educational impact, are held within a fair, strong regulatory framework and are supported by a process of setting good graduation standards. These ideal

characteristics need to be considered in the preparation and implementation of an assessment strategy for students, which consists of determining research techniques, determining indicators, implementing measurements and making decisions.

This classroom action research procedure was designed using descriptive research with online questionnaire distribution techniques on Google forms. There are four stages to be carried out: planning, action, development, and evaluation. Data collection is done online with all students taking the Marketing Management course as respondents. The statement instrument will use 5 measurement scales, namely (Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly agree = 5)

The evaluation step is carried out after the research results are analyzed and interpreted to evaluate the results of feedback from students. The results of the research findings will be used as the basis for corrective actions and recommendations so that they will be used as the basis for improvements in the learning method of the Marketing Management 1 course in the future. Raw data obtained from students will be analyzed quantitatively using tools in the form of SPSS software and presented in the form of a frequency distribution

4. CONCLUSION

The PjBL learning method provides benefits for improving students' soft skills. Where soft skills are divided into 6 components consisting of communication skills, critical thinking and problem-solving skills, ability to work in teams, ability to manage information, ability to be professional and leadership skills. The PjBL method provides opportunities for students to develop problem-solving skills faced by companies by providing logical and relevant solutions

ACKNOWLEDGMENTS

This work was supported by the Institute of Educational Development and Quality Assurance (LP3M) Universitas Andalas. Thank you is addressed to all students who were taking Marketing Management Course.

REFERENCES

- [1] Institute for Development and Quality Assurance (LP3M), Andalas University, 2014. Practical Guide to Implementing Student Center Learning (SCL). Andalas University Press, Padang
- [2] Institute for Development and Quality Assurance (LP3M) Andalas University, 2015. Guidelines for the Formulation of Graduate Soft skills in the Curriculum and Integration in the Learning Process, Andalas University Press, Padang
- [3] Institute for Development and Quality Assurance (LP3M) Andalas University, 2015. Guidelines for the Formulation of Graduate Soft skills in the Curriculum and Integration in the Learning Process, Andalas University Press, Padang
- [4] Delita F, Elfayetti, Sidauruk.T, 2016. Improving Student Soft Skills and Hard Skills Through Project-Based Learning in Geography Learning Planning Course, Geography Journal, Volume 8, No 2 -2016
- [5] Kotler, Philip dan Keller, Kevin Lane, 2009. Marketing Management Ed.12. International Edition, New Jersey;Upper Saddle River.Person Education Inc
- [6] Kotler, Kartajaya, Setiawan, 2020, *Marketing 5.0 Technology for Humanity* , New Jersey,Hoboken, John Wiley&Sons, Inc