

IMPLEMENTATION OF A PROJECT-BASED LEARNING MODEL TO DEVELOP STUDENTS' ABILITY TO DO BUSINESS

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Abstract

This applied research was conducted to implement a project-based learning (PBL) model with five variations of business management activities and its five components in an integrated manner to improve the ability to run a business. The implementation of this prescriptive model was carried out to improve operational and managerial skills, as well as business development through improving product quality and access to markets. The research design used was descriptive-exploratory, starting from the selection of the type of business, continuing to the identification of strengths and weaknesses, opportunities and threats, and action plans to turn threats into new business opportunities. The ability to run a business is measured from the aspects of resources, capital, products, markets, and future development programs. Data on the improvement of managerial and operational skills, as well as data on the business development of the 35 student and alumni entrepreneurs were collected through project assignments and field observations. The efforts to improve the ability to run a business and the ability to capture market opportunities were analyzed by SWOT analysis and component analysis. The results of the analysis show that the ability to find business opportunities and predict future needs for goods and services can be developed through lecture classes, while operational skills and managerial abilities can be improved through the process of interaction with economic business actors in the field.

Keywords:

project-based learning, business plan, managerial skills, operational skills, higher education

INTRODUCTION

Higher education is a place where young people can become a trigger group for the nation's economic progress, but how to realize it through providing learning experiences in higher education is still looking for formulations (Aditomo, 2022). The entrepreneurial profession itself requires the possession of the ability to run a business that can be developed by including the teaching of the values and basic principles of entrepreneurship in the education and training of entrepreneurial students in higher education (Suharsono, 2023). However, in reality, it is not easy to realize. This study was conducted to determine whether the project-based learning model can provide empirical experience, practical assistance, and support for running a business to students and alumni of MSE business actors to apply the values and basic principles of entrepreneurship through theoretical mastery and stabilization in practice (Gangi, et.al.2023).

The results of theoretical studies and observations in the field (Miller and Breton-Miller. 2016) show that the fundamental problems faced by pioneering students and alumni of MSE managers are personality and environment. From the results of

previous studies, it was found that one of the alternative solutions is to apply a project-based learning model (Guo et al. 2020) to improve the ability of students and alumni to run and develop businesses. This business development needs to be followed by assistance and provision of facilities that can provide opportunities for advanced business work practices in the field.

The formation of an entrepreneurial profession requires pioneering efforts, training, mentoring, environmental support, and sustainable development (Suharsono, et.al 2019), Miller and Isabelle (2016) As recommended by the Directorate of Belmawa (2018), the solution that can be taken is to develop certain strategies and policies in each university to realize an entrepreneurial campus that can increase work competence and productivity for entrepreneurial students and their alumni. Therefore, it is necessary to work together and jointly develop entrepreneurship education models to start a business while still in college and continue after graduating from college (Pengigue, 2020).

About the entrepreneurial character-building process, the PATRIOT learning model (Suharsono, 2019) and representative theories of Nkansah (2020) have been developed along with prescriptions on how to structure scientific content and learning activity scenarios to optimally achieve competency standards. As synthesized by Suharsono et al. (2021) academically, what universities should do is build a conceptual framework and learning process based on the phasing of a particular theoretical model or life-cycle theory in an integrated manner as needed. (Gangi et.al.2023)

Integrated learning activities can be summarized by integrating self-learning activities, interactive with audio-visual media, the real world in the field, and the virtual-online world combined with activities for working on exercise tasks, and continuous assessment of productive performance (Jannah et al 2023). Implementation of the learning product was carried out in five Entrepreneurship classes and the world of micro-small businesses. This integrated learning is designed in online and offline formats, supported by network facilities with Google Meet, online laboratories, and field activities on the premise that increasing the ability to innovate creatively, courage to face risks and turn challenges into opportunities are the basic characteristics that shape the managerial behavior of entrepreneurs. Field data is obtained through online interactions and student performance assessments which are then analyzed according to their characteristics and content. From the results of the study, some recommendations should be followed up, namely, the need for alternative policies and efforts made by higher education institutions to integrate the development of entrepreneurial culture into the trauma platform by including value learning.

The above problem implies that efforts are needed to reconstruct a professional education and training system that is more oriented towards developing an entrepreneurial culture according to the demands of the times. The final competency of the program is the ability to act to be able to help themselves and others as part of the service of university graduates to the nation and its people. The question is, what is the implementation strategy so that the effort can be effective in the field? To answer this, it is necessary to ensure that a combination of learning activities can get optimal results. In this study, the question is whether the provision of direct experience empirically in the field has a significant impact on improving the basic entrepreneurial skills of students. Following the formula of Suharsono's research results above, the

operational problem of this research is formulated in the stages of work to achieve the target target of prospective user groups, and the connecting network from theory to application to achieve high-level competency standards. The focus of the research is on the achievement of independent entrepreneurial profession-oriented learning outcomes, focusing on low-level and high-level competency tests, from theoretical to field applications.

As stated in the content standards of the university curriculum, the entrepreneurial culture development program is included in the group of university investment programs (Boldureanu, et al., 2020). Therefore, every type of program related to entrepreneurship development should be more oriented to empirical realities in the field and gender-based business groups (Tripalupi et. all, 2020). This research was conducted as part of cross-departmental activities and related to the pioneering of a student alternative skills development program in the field of entrepreneurship. The purpose of Entrepreneurship Education is to provide students with theoretical and practical experience to apply the principles and values of entrepreneurial culture in the context of performance in their professional field (Boldureanu, 2020). The resulting product is predicted to be utilized by other universities in Indonesia that open entrepreneurship development programs and cooperation with business institutions at the micro, small, and medium enterprise (MSME) scale to synergistically build organizational cultural values and foster the birth of new entrepreneurial groups.

METHOD

The research used a descriptive-exploratory design, starting from the selection of the type of business, continuing to the identification of strengths and weaknesses, opportunities and threats, and action plans to turn threats into new business opportunities. The ability to run a business is measured from the aspects of the diversity of human resources, capital, products produced or sold, as well as the availability of production markets and future business development programs.

Data on the improvement of managerial and operational skills, as well as data on the business development of 25 student and alumni entrepreneurs were carried out by project assignments and field observations where the subjects ran their businesses. The efforts to improve the ability to run a business and the ability to capture market opportunities were collected through field assignments and documentation of field activities to observe what the business owners and management did. The data obtained were then analyzed using content analysis and component analysis.

The data obtained were analyzed using component analysis techniques and SWOT analysis as needed. To explore data on the determination of business projects, business plans, and the formation of entrepreneurial character, field assistance was carried out. Likewise, product assessment in terms of increasing added value with the inclusion of integrated learning and digital marketing concepts.

RESULTS AND DISCUSSION

There are two important findings in this study, namely how the company is positioned after the COVID-19 pandemic and the development of an expanded marketing strategy. The results of the SWOT analysis show that operational skills and

managerial abilities can be developed through the process of interaction with economic actors in the field and the ability to predict the future needs of household consumption goods and services. These operational skills, which are integrated with managerial skills, can be used as a basis for carrying out the task of running daily business activities. This is in line with the recommendations of Lin (2023) who recommends the need for additional problem-solving content in the project assignment stage to improve teamwork performance.

Following the prescriptions made by Liguroi and Winkler (2020), in the syntax of the project-based learning and instruction model, five stages have been proven to be used for the formation of new entrepreneurs in higher education, namely starting from (1) initial analysis of business management needs, followed by (2) collecting field data and information to determine what business to open. The next stage is (3) making a prototype Business Plan, with its components, and (4) determining products and marketing. The next stage is (5) implementation, to explore field data segments and facilitate business development. As is also the case in several African countries (Abdulay and Husain, 2023), entrepreneurship development efforts in formal educational institutions include the field of human resource development, procurement of goods and services, and marketing integrated into learning activities in the field.

The field in question is the place of business of the research subjects, namely 25 students and alumnus Universitas Negeri Malang who already have a business. The students come from study programs across faculties registered through SIPEJAR or the MBKM program. The data sought are five segments, namely: the results of individual student project assignments, mastery of the fifth competency-sub domain of entrepreneurial competence, the response of business subjects to the entrepreneurial learning assistance services provided, managerial competency tools, and operational competence in the field.

The discussion on the implementation of the project-based learning (PBL) model to develop students' business skills is an important topic in the context of higher education. Here are some key points in this discussion: Importance of Project-Based Learning Model: The discussion should start by explaining why a project-based learning model is necessary for developing students' business skills. You can outline that PBL promotes deep understanding, problem-solving, and practical application better than traditional approaches.

Learning Objectives: Discuss the learning objectives to be achieved through this PBL. For example, improving students' business analytical skills, critical thinking skills, teamwork, and creativity. Relevant Project Selection: Talk about why the selection of a relevant business project is so important. You can emphasize that the project should match the student's level of knowledge and present real challenges that they will face in the business world. Group Division Method: Discuss how to best divide the students into groups. You can remind them of the importance of diversity in group composition to bring in different perspectives. Resources and Support: Talk about the resources and support provided to students. This could include textbooks, articles, tutorials, or help from the instructor. Evaluation and Assessment: Outline how the project will be evaluated and

assessed. Describe the assessment criteria that will be used to measure student progress and achievement. Progress Monitoring.

Describe how the progress monitoring process will be carried out during the project. This could include regular meetings with each group or regular progress reporting. Collaborative Teaching: Discuss the important role of collaboration in PBL. Explain how students are expected to work together, share ideas, and solve problems together. Role of Teachers and Mentors: Describe the roles of teachers and mentors in supporting students during the project. The instructor can act as a facilitator, while the mentor can provide insights from real-world experience. Presentation and Final Report: Discuss how students will present the results of their project. You can explain the importance of presentation skills in the business world. Reflection and Learning: Discuss the importance of reflection and learning from the PBL experience. Students should be motivated to reflect on what they have learned and how it can be applied in their business careers. Long-term Development: Discuss how these skills acquired through PBL will impact students' long-term careers. For example, how these skills will help them in doing business in the real world. Challenges and Opportunities: Conclude the discussion by detailing the challenges that may be faced in implementing this PBL model as well as the opportunities that can be drawn from the experience. This discussion should provide a comprehensive understanding of the implementation of a project-based learning model to develop students' business skills and why this approach is important in equipping them for success in the complex business world.

CONCLUSION

What has been done in this research is the implementation of a project-based learning model to develop students' managerial and operational skills in running an integrated business with the action of developing business management skills. The results of quantitative data analysis generally show that there is a significant effect of project-based learning on the learning progress achieved by students. The results of field implementation show that the ability to perform business actions can be improved through training assignments that are integrated with previous learning experiences and the success achieved at each stage of the learning scenario. The ability to run a business can be improved through cooperation mechanisms in group work, together with supervisors and project partners. The results of the field implementation test are then used as input for the improvement of integrated fieldwork activities and the practice of running your own business with business partners on an ongoing basis.

What remains to be done in following up on the results of this research is to conduct further observation of the implementation of the business management project tasks that have been made during business planning and development in the field. The young entrepreneurs who are members of the research subject group still need assistance and guidance in their development through continuous field activities.

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