Analyzing the Application of the Problem-Based Learning Model in Office Management and Business Services Subjects

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Abstract:

This study was conducted to know the application of the problem-based learning model in the subject of office management and business services in class 10 APK 2 SMK PGRI 2 Sidoarjo. The learning model is a guide that teachers use to implement or organize learning in the classroom. The problem-based learning model is a learning model that can improve students' active thinking skills in solving problems in learning to make learning activities centered on students learning actively and independently in teaching and learning activities. The subject of Office Management and Business Services (MPLB) is a grade 10 subject in the office management automation expertise program, which contains competencies that underlie the mastery of office work and business services expertise. This research was conducted at SMK PGRI 2 Sidoarjo using descriptive qualitative research, with data collection techniques namely observation, interviews, and documentation. The research subjects used were seven APK 2 10th-grade students as class representatives and two Office Management and Business Services subject teachers. The results of this study show that applying the problem-based learning model can improve students' ability to think critically when solving problems and can play an active role in learning office management and business services subjects. And the learning process in the classroom is also more student-centered.

Keywords: Learning Model, Problem-Based Learning, Office Management, and Business Services

INTRODUCTION

In today's era, quality education is needed, has a good ability to prepare for the development of the world in the future, and can improve the quality of Human Resources (HR). In advancing quality education, it is certainly inseparable from the aspect of learning that demands good knowledge, where learning can be directed to provide knowledge to students in order to achieve the expected goals. The role of education is very important in the lives of the nation and state in producing qualified people in certain fields. Quality education can increase community welfare and create human resources. Education is a means or bridge for humans to develop their potential through the learning process. As we know, it is stated in the 1945 Constitution, Article 31 Paragraph 1, which states that "every citizen has the right to education". With the existence of education, it is hoped that it can give birth to the next generation of the nation with a smart and qualified person, which means a generation that is able to make the best use of existing progress. So that it can create a generation that has high nationalism. Without education, there will be no such thing as progress. Therefore, education is very important and must be given to every citizen from an early age. Education is also an important thing for a country to develop rapidly (Fitri, 2021)

Education is an effort or activity that can improve knowledge in human life. The role of education is very important for everyday life so that humans become dignified, increase their potential in the form of intellectual, mental, and social skills, improve one's quality personality, and become someone who is responsible for the challenges to come. As written in Law Number 20 of 2003 concerning the National Education System, Article 3 reads, "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life and aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens".

In general, education is aimed at changing humans into creatures of God and citizens with good personalities in order to improve their quality. Meanwhile, according to (Musanna, 2017), the purpose of education is reflected in the understanding of education put forward by Ki Hajar Dewantara. Ki Hajar Dewantara interpreted education as a process of providing guidance to develop children's potential. It is this educational goal that will determine success in the process of forming a quality person, which does not exclude the role of other elements in education (Aziizu, 2015).

PGRI 2 Sidoarjo Vocational High School is one of the growing private vocational schools in Sidoarjo district. SMK PGRI 2 Sidoarjo has implemented two curricula, namely the revised 2013 curriculum (K13) and the independent learning curriculum. In the 2013 revised curriculum, the learning process prioritizes student activeness, where there are 5M learning activities that include observing, questioning, exploring, managing information, and communicating, while the independent learning curriculum While in the independent learning curriculum, according to the Indonesian Minister of Education and Culture (Hendri, 2020), "Merdeka Belajar" is freedom of thought. Nadiem A. Makarim defines independent learning as the freedom to innovate and to learn independently and creatively. With the existence of an independent learning curriculum where students are given the freedom to choose any lesson they want to learn or are interested in according to their passions, teachers can also have methods in classroom learning so that they can be tailored to the needs of learners and the interests of students. In addition, SMK PGRI 2 Sidoarjo also has five expertise programs consisting of: Office Management and Business Services (MPLB), Accounting for Financial Institutions (AKL), Multimedia (MM), Software Engineering (RPL), and Telecommunication Access Network Engineering (TJAT).

Based on observations made at SMK PGRI 2 Sidoarjo during the Introduction to School Field Activities (PLP) on 1 August–11 November 2022, in class 10 MPLB with Office Management and Business Services expertise program, which is divided into two classes, namely MPLB 1 and 2, MPLB 1 has 51 students, while MPLB 2 has 52 students. All students in the class have different levels of understanding and skills and how to respond to learning explained by the teacher. Based on observations, some teachers still carry out learning process activities using conventional learning models (lectures), which are still teacher-centered. It is obtained that students in class 10 MPLB 2 have a level of activeness and learning outcomes that are not optimal. This is because the lack of student activeness in learning can be seen during classroom learning, especially in Office Management and Business Services subjects. The knowledge that students have is obtained through teacher explanations, and student learning is still teacher-centered. This Office Management and Business Services (MPLB) subject is a grade 10 subject for the Office Management and Business Services program. This subject contains competencies that underlie the mastery of office work and business services skills. MPLB also serves to equip students with a set of knowledge, skills, attitudes, and plans

in order to have a strong foundation for studying subjects in the concentration of expertise in grades XI and XII.

Through observations during the PLP at SMK PGRI 2 Sidoarjo in class 10 APK 2, there are still many students who do not ask teachers about material that has not been understood. Students are less active and still find it difficult to understand the material. On the other hand, when the teacher asks questions for students, only a few can answer, but this is still based on notebooks or textbooks. Based on experience during PLP activities when carrying out learning assessments, many students still do not get the KKM score of 70. This can result in low student learning outcomes. Students assume that teachers are the only source of learning (teacher-centered learning).

According to Yamin (2013), conventional learning models are learning that emphasizes measurable results, teachers actively participate in learning, students are encouraged to memorize material delivered by the teacher, and subject matter becomes more dominated by concepts, facts, and principles. And according to (Ibrahim, 2017) who explains that the conventional learning model is a lecture method where students only listen to explanations from the teacher without critical activity, learning that does not prioritise students to play an active role in learning, where students tend to only pay attention to the teacher in explaining the material or learning, this makes students less active in class because students are placed as objects and not as subjects in learning so that students find it difficult to convey their opinions, learning activities in the classroom become boring because students only watch the teacher's explanation, this makes students less active in providing questions or feedback on the material, less active in learning and can reduce enthusiasm in the learning process activities and will affect student learning outcomes. According to Subiyanto (2015), conventional learning itself has characteristics, namely: 1) students do not know the learning objectives of the meeting; 2) the teacher usually teaches by being guided by the material. Teachers usually teach guided by books; 3) Tests or evaluations are usually summative with the intention of knowing student development; 4) Students must follow the way of learning chosen by the teacher by obediently learning the sequence applied and getting very little opportunity to express their opinions (Fahrudin et al., 2021)

Based on the problems above, it is necessary to improve the quality of the learning process, namely by applying a learning model that can help and improve students to better understand and be able to apply the material that has been taught in the world of work and in everyday life. The learning model also requires encouraging students to be more active during

the learning process, be it asking questions and answers or expressing opinions or suggestions. Therefore, teaching and learning in a teacher-centered classroom should be changed to a teaching and learning process in the classroom that is more focused on students. This can hone students' abilities or skills, namely by applying a problem-based learning model. This is in accordance with the results of research by (Fuadi & Wulandari, 2019) entitled Application of problem-based learning models to student learning outcomes in correspondence subjects on KD analyzing official letters in class X OTKP SMKN 2 Nganjuk, stating that applying a problem-based learning model can improve students' ability to understand and analyze it, making student learning outcomes better than using lecture or conventional models.

The issue in this study is that some teachers, one of whom is in the MPLB 2 class, still use traditional learning methods (lectures) and write on the blackboard when carrying out learning activities. This makes students less active in learning and still gets low scores. Therefore, researchers are interested in conducting research entitled "Application of Problem-Based Learning Model (Study on Office Management and Business Services, Class 10 MPLB 2 SMK PGRI 2 Sidoarjo). This problem-based learning model is also student-centered, with the aim of increasing the effectiveness of learning activities. The difference between this research and other research is that in this study, researchers used descriptive qualitative research. This research was conducted at SMK PGRI 2 Sidoarjo, and this study also used research subjects from 10th grade students at MPLB 2 SMK PGRI 2 Sidoarjo.

METHODS

The type of research used is descriptive-qualitative research. According to (Pienrasmi, 2015), qualitative descriptive research is information that researchers dig deeper into and is a method in which the research does not seek or explain relationships, does not make predictions or test hypotheses, but describes direct observations and paints the facts that exist and how. In this study, the researcher is the executor, planner, and collector and analyzes, concludes, and reports the results of the study. According to Sugiyono (2013), qualitative research methods are research methods used to research natural object conditions based on the facts found by researchers in the field and then reviewed into a theory. This research was conducted at SMK PGRI 2, which is located at Jl. Jenggolo III No. 61, Pucang, Sidoarjo District, Sidoarjo Regency, East Java, 61219. The method in this research is qualitative, while the research approach used analyzes the application of the problem-based learning model. The data used by

researchers in this study are school profiles and other school data. while the data source of this research is class 10 APK 2 students of SMK PGRI 2 Sidoarjo. According to Sugiyono (2013), Purposive sampling is a sampling technique for a data source with certain considerations. The research subjects in this study were students and teachers, consisting of seven students as representatives of class 10 MPLB 2 and two office management and business services subject teachers. Data collection techniques include observation, interviews, and documentation. The data validation test technique uses source triangulation with as many as three people, consisting of two students and one Office Management and Business Services subject teacher. The reason researchers chose seven students as subjects in this study was seen in the learning process in the classroom during the researchers PLP (School Field Practice), where the five students tended to be less active in class and the scores obtained were still many for those who had not obtained KKM scores. The reason for choosing students is also the target and determination of the successful achievement of a teacher's work. The reason for choosing the teacher as the subject of this research is because the teacher can manage the learning model and the process of implementing learning in the classroom, where the role of a teacher is very important in the teaching and learning process, namely how the teacher conveys and explains the material to students so that students are more effective in understanding the material. Data analysis techniques include data reduction techniques, data presentation using fishbone diagrams, and conclusion-drawing techniques.
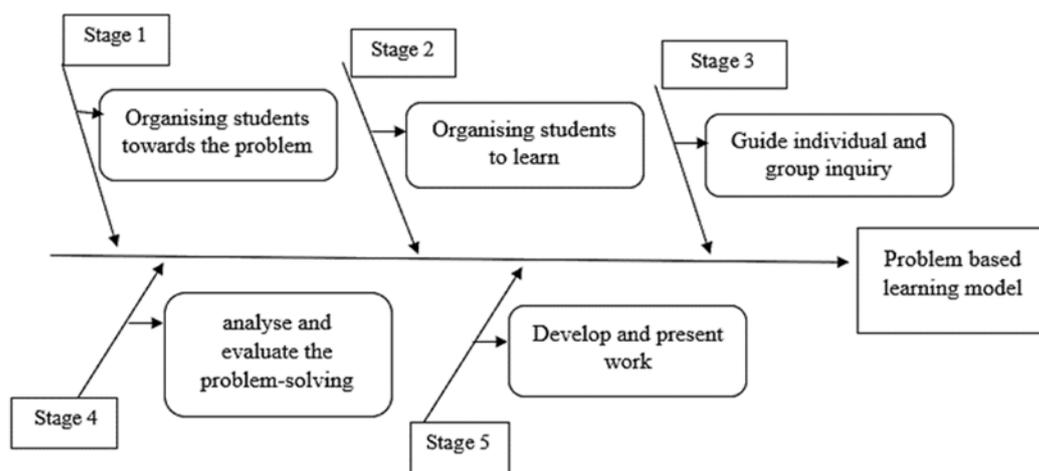

Figure 1: Data Analysis Model in Research

RESULTS AND DISCUSSION

Application of a Problem-Based Learning Model

Problem-Based Learning (PBL) is one of the learning models that can help and guide students to learn independently, to be able to think critically in analyzing and solving problems, and to improve the skills needed in the current era of globalization (Fajar Septyawan, 2022). The problem presented in this learning model is a real problem that a person experiences, so applying it can provide direct experience to students, especially in solving real problems of everyday life (Oktaviani et al., 2018). The application of this problem-based learning model is the right solution to help students improve their learning abilities, to develop students' critical thinking skills in solving problems, to guide students to learn independently, to help students be able to think critically in analyzing and solving problems, and to improve the skills needed in the current era of globalization. By applying the problem-based learning model in accordance with its stages, it can help students develop problem-solving skills, identify problems, and find solutions. By applying the model, it can change the role of the teacher into a facilitator, and students become the main role in the learning process, or students play a more active role in the learning process.

This is in accordance with research conducted by (Rachmawati & Rosy, 2020) titled "The Effect of Problem-Based Learning Model (PBL) on Critical Thinking and Problem Solving Skills in General Administration Class X OTKP Subjects at SMK Negeri 10 Surabaya." The results of the study state that there is a positive effect of the problem-based learning model on critical thinking skills, and with an increase in good student learning outcomes, namely satisfactory grades, it can be said that there is a significant effect on student learning outcomes. The results of other research conducted by (Mazidah & Puspasari, 2019), entitled "Application of the Problem-Based Learning Model (PBL) to the Learning Outcomes of Class X OTKP Students in Correspondence Subjects at SMK Yasmu Gresik," showed that the problem-based learning model can be applied to class X OTKP 10 Surabaya because PBL can have a positive effect on the completeness of student learning outcomes. And the results of other research conducted by (Pebriyani & Pahlevi, 2020) entitled "The Effect of Problem-Based Learning Model (PBL) on Critical Thinking Ability and Student Learning Outcomes in Class X OTKP Archives Subjects at SMK Negeri 1 Sooko Mojokerto" in the results of the study stated that there was an effect of a problem-based learning model on critical thinking ability and on learning outcomes in class X OTKP students at SMK Negeri 1 Sooko

Mojokerto. The application of a problem-based learning model (Problem-Based Learning) on the material of applying archive maintenance and preservation procedures in class X OTKP has a significant effect on learning outcomes.

Based on the theoretical review and the results of previous research associated with this study, it can be concluded that the application of problem-based learning models (studies in office management subjects and business services in class 10 APK 2 SMK PGRI 2 Sidoarjo) can increase student activeness by thinking critically in solving problems, increasing students' skills and creativity in learning activities, and increasing students' ability to understand the material so that student learning outcomes increase. Based on the statement Fathurrohman, (2015) about the syntax or stages of the problem-based learning model, in this article the author will adapt the stages in applying the problem-based learning model, namely the first stage of organizing students towards problems, stage two organizing students to learn, stage three guiding individual and group investigations, stage four developing and presenting work, and stage five analyzing and evaluating the problem-solving process. This must be done in the learning process with the aim of developing students' skills, such as cooperation, communication, and leadership, in a good collaborative context in learning.

The first stage organizes students towards the problem.

At this stage, the teacher explains the learning objectives of the subject and the equipment needed for learning activities. The teacher motivates students to be active in teaching and learning. The purpose of this stage is to help teachers and students measure progress and determine whether students have achieved these goals through assessment and evaluation. It can also create a pleasant and effective learning environment because it can help students in a well-organized learning process. Motivating students can create a good learning environment by actively participating. Students have a passion for learning and can improve the quality of learning and student achievement.

The second stage organizes students to learn.

At this stage, the teacher helps students define and organize the theme of the task related to the problem that has been determined. The purpose of this stage is that the teacher helps students to be actively involved in solving problems, organizing students in groups to work together.

The third stage guides individual and group investigations.

At this stage, the teacher guides students individually or in groups to gather information related to the theme of the task and helps students carry out experiments to find answers to problems. The purpose of this stage is that the teacher leads and monitors the activities of students in each group in working on or solving problems. If in this discussion students have difficulty, the teacher can direct and guide them. It can also help students to work together in planning ideas and exchanging information between one student and another, and the learning process is also more focused on students playing a more active role in learning.

The fourth stage develops and presents the work.

At this stage, the teacher guides students in presenting the results of discussions with group members to other groups. The purpose of this stage is to help students foster their' confidence to be brave in expressing their opinions and develop their speaking skills. This helps students develop skills in searching, collecting, and compiling information to solve problems with their group members.

The fifth stage analyzes and evaluates the problem-solving process.

At this stage, the teacher helps students reflect on their input and assessment in problem-solving activities carried out in the learning process. The purpose of this stage is to determine the mastery of the material that students have learned through discussion activities with the group. Reflection and assessment help students see that they can always improve their understanding and skills through reflection and continuous improvement.

CONCLUSION

Based on the results of the research and discussion carried out, it can be concluded that applying this problem-based learning model can improve students' ability to think critically to solve a problem. By working with groups where students can convey opinions, discuss together, and actively participate in class, students are more active in searching for or exploring material or answers related to the theme of the task given by the teacher, which can make students active in the learning process in class. By applying this learning model, learning can be centered on students, where students do not just watch the teacher explain the material, but students can play an active role and can improve the abilities that exist in students.

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