



Development of business skills at SMK ICB Cinta Niaga using project-based learning methods

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ABSTRACT

This study investigates the utilization of Project-Based Learning (PBL) in SMA ICB Cinta Niaga to enhance students' business skills. PBL emphasizes applying knowledge in real-life situations, starting from concrete problems or projects. The method effectively boosts students' motivation by actively engaging them in learning. The research employs a qualitative descriptive approach with interviews as the primary data collection method. The study aims to evaluate the effectiveness of PBL in improving students' skills. Interviews with teachers and students at SMK ICB Cinta Niaga reveal the positive impact of PBL. Teachers acknowledge its role in developing business skills, while students experience significant benefits in honing their abilities. PBL creates a collaborative learning environment with challenges that encourage students to be active and responsive to problems. The study concludes that PBL at SMK ICB Cinta Niaga positively contributes to developing students' business skills. The method not only enhances learning motivation but also sharpens students' social skills in problem-solving. These conclusions are drawn from teacher experiences and student perceptions, portraying PBL as an effective and beneficial learning method for developing business skills in this educational context.

ARTICLE INFO

Article History:

Received: 3 Nov 2023

Revised: 28 Jan 2024

Accepted: 29 Jan 2024

Available online: 5 Feb 2024

Publish: 21 Jun 2024

Keyword;

Business; project-based learning; teaching method

Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Penelitian ini menginvestigasi efektivitas metode pembelajaran berbasis proyek (PBL) di SMA ICB Cinta Niaga dalam meningkatkan keterampilan siswa dalam berbisnis. PBL menekankan penerapan pengetahuan melalui pemecahan masalah konkret, memotivasi siswa dengan membuat pembelajaran lebih terlibat dan bersemangat. Penelitian menggunakan pendekatan kualitatif deskriptif dengan wawancara dan kuisioner sebagai metode utama pengumpulan data. Hasil penelitian menunjukkan bahwa PBL memberikan dampak positif dalam pengembangan keterampilan berbisnis siswa. Guru mengakui manfaatnya, sementara siswa merasa terdorong dan mengasah soft skill mereka. PBL menciptakan lingkungan kolaboratif, menghadirkan tantangan tanpa struktur yang memacu peserta didik. Kesimpulan dari wawancara guru menyatakan bahwa PBL efektif dalam membantu siswa mengembangkan keterampilan berbisnis. Penelitian ini merespons kebutuhan mendalam akan pendekatan pembelajaran yang berfokus pada proyek di sekolah menengah, terutama dalam konteks keterampilan berbisnis. Implikasi praktisnya mencakup dorongan untuk lebih mengintegrasikan PBL dalam kurikulum sebagai sarana untuk mempersiapkan siswa menjadi individu yang lebih terampil dan siap menghadapi tantangan dunia bisnis di masa depan.

Kata Kunci: Bisnis; metode pembelajaran; project based learning

How to cite (APA 7)

Fauzan, A. R., Khoiri, M. F. F., & Arifian, N. D. (2024). Development of business skills at SMK ICB Cinta Niaga using project-based learning methods. *Curricula: Journal of Curriculum Development*, 3(1), 1-17.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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INTRODUCTION

21st-century education focuses on student-centered learning with the aim of developing thinking skills, including: (1) critical thinking, (2) problem solving, (3) metacognition, (4) communication, (5) collaboration, (6) innovation and creativity, and (7) information literacy (Mardhiyah *et al.*, 2021). Education is essentially a crucial prerequisite for enhancing human potential and capabilities in achieving a better future (Darwati & Purana, 2021). Education, in the broadest sense, is life. Education continues throughout one's lifetime (Pristiwanti *et al.*, 2022). This means that education encompasses all learning that occurs throughout one's lifetime in all places and situations that positively influence the growth of each individual. Education plays an increasingly important role in the era of globalization we are currently experiencing. The quality of education not only influences individual development but also determines the future of a nation (Rineksiane, 2022). In the educational process, Project-Based Learning (PBL) has been adopted by various countries as a successful learning method. Problem-Based Learning (PBL) is an educational methodology that emphasizes the application of knowledge in real-life scenarios, initiated by a problem or project.

The application of project-based learning models in the context of education has great potential to enrich students' learning experiences, prepare them for a complex future, and improve their understanding of the concepts they learn (Kamaruddin *et al.*, 2023). The PBL method has been demonstrated to enhance student motivation to learn. Initiating the educational process with a tangible problem or project has been demonstrated to enhance student engagement and enthusiasm for learning. PBL has been demonstrated to facilitate student focus on the learning process, thereby enabling comprehension of the material, including abstraction, formalization, problem solving, communication, application, and reflection on concepts. PBL has been demonstrated to enhance student learning by making it more focused and enjoyable. Students demonstrate an understanding of concepts that extends beyond theoretical applications, demonstrating an ability to apply them in practical contexts. This pedagogical approach fosters creativity by compelling students to devise innovative solutions to these challenges.

In the learning process, students are given the opportunity to identify problems in their environment. Students are given the opportunity to provide solutions to problems together with their classmates. Because of this, PBL can also strengthen collaboration skills. Students work in teams to complete PBL projects, allowing them to learn how to collaborate, share ideas, and work together to achieve common goals. Students' critical thinking skills can also significantly improve their learning outcomes when the PBL learning model is applied. Collaboration is a very important skill in the modern workplace, which often requires individuals to work in diverse teams. In addition to motivation and collaboration skills, PBL also contributes to the development of students' communication skills. They must effectively convey ideas, research results, and solutions in their PBL projects. This helps students develop strong speaking and writing abilities, which are highly valuable skills in various contexts (Lestari & Ilhami, 2022). Consequently, educators have the capacity to impart critical thinking, creativity, and problem-solving skills to students. The cultivation of these competencies is instrumental in fostering a positive attitude among students towards the curriculum imparted by the instructor.

The implementation of learning in Sekolah Menengah Kejuruan (SMK) has distinctive characteristics that differ from learning in Senior High Schools (SMA), so teachers in SMK are expected to have the ability to design learning models that can produce students' work skills (Sari *et al.*, 2021). In the context of Sekolah Menengah Kejuruan (SMK) in Indonesia, Problem-Based Learning (PBL) has become an area of interest for research. A comprehensive review of the extant research reveals that Problem-Based Learning (PBL) can be applied in a variety of model configurations, ranging from those that are simple to those that are complex. Nevertheless, the optimal model configuration is one that utilizes project work as a means to integrate theoretical and practical learning. In this configuration, students are able to develop both a theoretical understanding of the subject matter and practical application skills that can be applied to real-world projects. Furthermore, students are granted increased autonomy in decision-making processes related to project completion, thereby fostering the development of their problem-solving skills and initiative. Therefore, PBL is a highly relevant learning approach in addressing educational challenges in the era of globalization. The objective of education is twofold: to enhance the quality of instruction and to equip students with the skills necessary to thrive in a complex workplace. Through PBL, SMK in Indonesia can become institutions that produce graduates who are ready to compete in the global job market.

Nevertheless, there are still challenges that must be addressed in the implementation of PBL in SMK. The objective of this study is twofold: first, to further explore the potential of the PBL method in skill development at SMK, and second, to optimize its implementation. It is hypothesized that the findings of this study will facilitate the more effective application of the PBL method in SMK, thereby contributing to the enhancement of educational quality in Indonesia. This study will also attempt to update and expand existing knowledge about PBL in SMKs, with a focus on how this method can be used to improve students' skills. This study will also attempt to update and expand existing knowledge about PBL in SMKs, with a focus on how this method can be used to improve students' skills.

LITERATURE REVIEW

Learning Methods

Learning methods are techniques or approaches used in the learning process to achieve learning objectives (Hotimah, 2020). Learning methods can also be considered as learning aids to achieve objectives, because learning methods are essentially a means used to facilitate the smooth implementation of learning activities that focus on objectives (Hidayat *et al.*, 2020). As Djamarah asserts in his seminal work "*Strategi Belajar Mengajar*," learning methods are defined as techniques employed to achieve predetermined objectives. In the context of the teaching and learning process, teachers require these methods to ensure variety in the approaches used in accordance with the objectives to be achieved after the lesson is completed. Concurrently, Sutikno's seminal work, "*Metode dan Model-model Pembelajaran*," offers a comprehensive perspective on the subject. The book delineates learning methods as a range of techniques employed by educators to present instructional material, with the overarching objective of enhancing the learning process for students and attaining predetermined objectives.

Learning methods can be defined as the ways used to implement plans that have been formulated into concrete and practical activities to achieve learning objectives. This finding aligns with the conclusions drawn by Indrawati in her research study, entitled "*Pelatihan Widyaiswara Penyesuaian/Inpassing Berbasis E-Learning*" Learning methods are defined as strategies or tactics employed in teaching and learning activities in the classroom. These methods are implemented by teachers to ensure the effective achievement of established learning objectives (Ilyas & Armizi, 2020). The implementation of methods is instrumental in bringing established strategies to fruition. Learning methods refer to the implementation of plans that have been formulated into real activities, with the objective of achieving established objectives in the most optimal manner. The pedagogical methodologies employed in this context prioritize the implementation of meticulously formulated plans through the utilization of practical activities, with the overarching objective of attaining the stipulated learning outcomes (Djalal, 2017).

In accordance with the aforementioned definitions, it can be concluded that learning methods refer to the various techniques and steps employed by educators or teachers to present lesson material with the aim of facilitating the learning process of students. These methods are employed to implement plans that have been designed in practical and real situations, thereby ensuring the optimal achievement of learning objectives through various approaches and variations that are appropriate to the teaching context. Teaching methods constitute a pivotal component within the teaching-learning process, serving to facilitate the realization of predetermined outcomes. The implementation of Problem-Based Learning (PBL) in academic curriculums has been demonstrated to facilitate the development of 21st-century competencies, particularly the 4Cs (Critical Thinking, Creative Thinking, Collaboration, and Communication) (Lestari, 2023).

Project Based Learning

Project-Based Learning is a teaching method that utilizes supporting media, particularly projects, as a tool to achieve desired competencies (Suprijati, 2023). According to Saefuddin and Berdiati in Prabawati & Suparman (2019), Project-Based Learning (PBL) is a pedagogical approach that utilizes problems as a point of departure for the acquisition and integration of new knowledge based on real-world experiences. Project-Based Learning can be categorized into four distinct classifications:

1. Project-based learning is characterized by its curriculum-driven and standards-based nature. Project-based learning is an educational approach that utilizes content standards in the curriculum, thereby generating guiding questions that direct students into collaborative projects. These projects will combine various subjects in the curriculum. The successful answering of these questions will result in the students' direct understanding of the main concepts and principles in the discipline they are studying.
2. Project-based learning involves the formulation of a question or the presentation of a problem that each student is capable of answering. Project-based learning is a pedagogical model that necessitates the development of guiding questions by educators. Given the heterogeneity of the student body in terms of learning styles, project-based learning offers a valuable opportunity for students to engage with content in a variety of meaningful

ways, including through collaborative experiments. This pedagogical framework is designed to empower each student to ultimately formulate a response to the guiding question.

3. Project-based learning is an educational approach that involves students in the investigation of issues and topics that address real-world problems, while integrating subjects across the curriculum. Project-based learning is an instructional approach that requires students to build "bridges" connecting various subjects. This pedagogical approach enables students to conceptualize knowledge in a holistic manner. Project-based learning is an in-depth investigation of a real-world topic, which has the potential to engage students and motivate them to apply themselves.
4. Project-based learning is a pedagogical approach that utilizes abstract, intellectual tasks to explore complex issues. Project-based learning is an educational approach that emphasizes understanding. Students are engaged in the exploration, evaluation, interpretation, and synthesis of information in a meaningful way. As stated in the "The George Lucas Educational Foundation" (<https://www.edutopia.org/project-based-learning-guide-description>).

The model under scrutiny prioritizes experiential learning activities that culminate in tangible products, thereby facilitating the application of research, analysis, creation, and presentation skills that are derived from conceptual frameworks derived from real-life experiences (Undari, 2023). The advantages of the Problem-Based Learning (PBL) model, according to Masrinah *et al.* (2019) are that it makes education in schools more relevant to life outside of school, trains students to solve problems critically and scientifically, and cultivates critical thinking, analysis, creativity, and comprehensive thinking, as students are trained to view problems from various perspectives during the learning process. PBL emphasizes inquiries or challenges that can be addressed by each student. The model under consideration involves the development of guiding questions, allowing students with different learning styles to explore content in ways that are meaningful to them. Collaborative experiments provide opportunities for each student to answer guiding questions, promoting personalized and diverse learning experiences.

Project-based learning offers a number of significant advantages for both students and teachers (Mulyani, 2014). PBL also requires students to investigate issues and topics related to real-world problems, integrating subjects within the curriculum. This integration fosters a holistic and in-depth understanding of subject matter, thereby facilitating a more comprehensive and interconnected educational experience. PBL is not merely a process of learning; it is also an in-depth investigation of real-world topics, which has been demonstrated to increase students' attention and effort. PBL is a learning method that fosters the exploration of complex issues through abstract and intellectual tasks. Students are engaged in a meaningful exploration, evaluation, interpretation, and synthesis of information. Beyond mere understanding, PBL emphasizes student activities that produce tangible outcomes as applications of research, analysis, creation, and presentation skills learned through real-world experiences. Within the context of academic instruction, PBL exhibits several advantages, including its alignment with real-world applications, the cultivation of problem-solving competencies, and the enhancement of critical thinking, analytical thinking, creative thinking, and comprehensive thinking. PBL involves students in

examining problems from various perspectives, preparing them for broader and more complex life challenges.

Skills

The concept of skills is closely related to the world of movement. Skills refer to a person's ability to increase the value and significance of something (Putri *et al.*, 2023). An individual is deemed proficient if they can execute trained movements with proficiency. As previously stated, skills are a measure of an individual's abilities. The aforementioned list of skills encompasses the ability to adopt different roles and the capacity to produce works that are deemed acceptable by others. Intellectual skills are also a component of the skill set. (Nasihudin & Hariyadin, 2021). One of the anticipated outcomes of the learning process is the development of intellectual skills. These skills can be defined as the capacity of students to engage with their environment through the utilization of symbols or concepts, which are acquired during the learning process. These symbols or concepts serve as an application or a reflection of the learning outcomes. This finding is consistent with the conclusions reported in Dinarwati's research study, which was entitled "*Manajemen Pembelajaran dalam Upaya Meningkatkan Mutu Pendidikan*" The degree to which an individual is able to achieve desired objectives is indicative of their level of skill.

The ability to achieve maximum satisfaction in the final result with minimal expenditure of energy and time is indicative of proficient skills. Intellectual skills are defined as the performance demonstrated by students in terms of the intellectual operations they can perform. Intellectual skills facilitate human interaction with the environment through the use of symbols or ideas. The distinguishing characteristic of intellectual aptitude within a specific domain is the degree of intricacy it encompasses. (Nasihudin & Hariyadin, 2021). In their work, Trilling and Fadel in Masrinah *et al.* (2019) contend that 21st-century skills can be categorized into three distinct domains: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Conversely, PBL has been demonstrated to enhance critical thinking skills through authentic problem-based learning. This learning approach entails grappling with real-world problems, necessitating not only comprehension but also collaboration among students to formulate solutions. Consequently, PBL has been shown to stimulate students' abilities and skills, particularly critical thinking skills.

Business

The general objective of doing business is to generate profits and gains (Utami & Nurayuni, 2022). Business is defined as an activity carried out by individuals or groups with the objective of generating profits through the sale of goods or services to consumers. Business can also be defined as an economic activity encompassing the production, distribution, and sale of goods or services. Business, in its broadest sense, can be defined as any activity involving the exchange of goods or services in order to satisfy human needs and achieve

financial gain. From an entrepreneurial and business fundamentals perspective, the fundamental purpose of these activities is the same: the pursuit of profit or gain (Suwarso, 2018).

Business, in its broadest sense, encompasses enterprises engaged in the production and distribution of goods and services that are traded within the market. These entities establish prices for the services or products they provide, thereby influencing the economic dynamics of the market. This assertion aligns with the findings reported by Julyanthry et al. in their research study, entitled "*Manajemen Produksi dan Operasi*." The term business can also refer to work or activities that are part of a job, as well as the number of activities completed by a store, company, factory, and so on. Business can be defined as all forms of activities from various transactions carried out by humans to generate profits, whether in the form of goods or services to meet the daily needs of society. This finding aligns with the research presented by Khoiri in his study, titled "*Penerapan Bisnis Berbasis Syari'ah pada Wirausaha Alumni IAIN Kudus (Studi Analisis Alumni IAIN Kudus Angkatan Wisuda XX Strata Satu)*." This means that business is an entity that fulfills societal needs by producing goods and services while seeking profit. Conversely, an escalation in societal demand is poised to trigger a corresponding expansion in business operations, aimed at catering to these heightened expectations. Therefore, the implementation of business processes is intended to result in their improvement or enhancement (Angeline et al., 2023).

According to Ariani in her research entitled "*Pengertian Dasar Bisnis Kewirausahaan dan Lingkungan Bisnis*," she posits that the objectives of business include profit, growth, sustainability, stability, public service, and welfare. Businesses can be defined as any endeavor that is undertaken for the purpose of meeting needs, improving family well-being, seeking recognition, passing on a business, pursuing opportunities, utilizing free time, achieving financial independence, or gaining social sympathy. In summary, a business is defined as an entity engaged in the production, purchase, and sale of goods and services with the objective of generating profit. The definition of business is subject to variation, but it is generally accepted to encompass elements of production, trade, and the pursuit of profit. The objectives of business can be diverse, including meeting community needs, improving well-being, seeking recognition, and achieving financial independence. In essence, business constitutes an entity that engages in interaction across a variety of sectors, thereby playing a pivotal role in addressing community needs and propelling economic advancement.

METHODS

This research employs a descriptive qualitative approach, utilizing interviews and questionnaires as the primary methods of data collection from respondents. The data was subsequently processed and analyzed to ascertain whether PBL had an impact on the business skills of students at SMK ICB Cinta Niaga. The analysis was based on the number of words and sentences in the statements that indicated that PBL had a positive impact on student learning, referring to the direct views of teachers and students in the learning process. According to Creswell in his book titled "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*," qualitative research is defined as research that explores and understands the meaning attributed by a number of individuals or groups to social or humanitarian issues. Qualitative methods can also be understood as an in-depth

observational approach. Consequently, the application of qualitative methods in research can produce a more comprehensive analysis (Prio *et al.*, 2022). Qualitative research was used in this study to examine how project-based learning methods can develop the skills of SMK ICB Cinta Niaga students. Qualitative methods were chosen because this study aims to understand and explain complex phenomena in a specific context.

To this end, interview techniques were employed to elicit in-depth insights from participants regarding their experiences, perceptions, and understanding of the research topic. The interviews were conducted with teachers who serve as educators and implementers of project-based learning methods. The interview technique is advantageous in that it allows for the collection of detailed data. Consequently, this qualitative descriptive research is able to obtain a realistic view of a phenomenon that cannot be quantified numerically (Hansen, 2020). Furthermore, a questionnaire is defined as a series of predetermined written inquiries to which respondents are instructed to provide responses (Ashari, 2023). In this study, an open-ended questionnaire was utilized, permitting student respondents to respond with greater freedom, provided their answers aligned with the subject matter of the inquiry.

Furthermore, the utilization of interview and questionnaire techniques has been demonstrated to facilitate the extraction of cross-temporal information, encompassing the past, present, and future. The data derived from these methods is characterized by its openness, comprehensiveness, and unlimited nature, thereby enabling the construction of comprehensive information. This approach, which involves the collection of data from a single teacher through interviews and questionnaires administered to students, is a testament to the efficacy of qualitative research in capturing nuanced insights. The following is a list of questions to be used in an interview with a teacher informant. The purpose of the interview is to ascertain whether the PBL method has an impact on students.

Table 1. Teacher Interview Instrument

No	Teacher Interview
1	How do you define Project Based Learning (PBL)?
2	To what extent do you incorporate Project Based Learning in your instructional practice?
3	What is the main objective of using Project Based Learning in your teaching?
4	What is the methodology for planning and designing learning projects in the context of Project Based Learning?
5	By what means can student achievement in Project Based Learning be measured?
6	What is the impact of learning after implementing Project Based Learning (PBL)?
7	If compared to other methods, is the Project Based Learning method more effective? (for example, the Lecture Method)
8	What strategies can be employed to assist students who encounter challenges in undertaking PBL projects? Do you provide additional assistance or guidance?
9	Is this Project Based Learning required by the curriculum set by the education department or local government?

Source: Research 2023

The following list comprises a questionnaire instrument intended for use with 12 student respondents. The objective of this instrument is to ascertain whether PBL has an impact on student learning.

Table 2. Student Interview Instrument

No	Student Questionnaire
1	Does any of your teachers implement the Project Based Learning method? If there are any, please mention them!
2	What do you feel about the implementation of this Project Based Learning method?
3	How does Project Based Learning enhance your understanding in learning? (is it effective or not)
4	How does Project Based Learning enhance your understanding in learning? (is it effective or not)
5	after learning using the Project Based Learning method, can you design a business based on the practices applied in the Project Based Learning method?
6	Can you share an experience that shows how Project Based Learning helped you develop collaboration and communication skills?
7	Are you satisfied with the skill development results you obtained from the implementation of this Project Based Learning method?

Source: Research 2023

RESULTS AND DISCUSSION

Results

The development of business skills through project-based learning methodologies constitutes a pedagogical approach that has gained traction in educational settings. In this study, the results of interviews with teachers and students were analyzed to explore information about teachers' and students' responses to learning methods that are expected to provide a deeper understanding of the role of project-based learning methods in developing business skills at SMK ICB Cinta Niaga.

Teachers' Perceptions of Project-Based Learning at SMK ICB Cinta Niaga

The results of the author's interviews with a teacher at SMK ICB Cinta Niaga indicate that the teacher interprets PBL as an approach that shapes students through practice. A concrete example of the use of PBL is students creating SKUs (stock keeping units) or carrying out projects such as stock taking. PBL is implemented during mid-semester tests and final assessments. Project-based learning (PBL) is implemented in the learning process at two specific times: during the mid-semester assessment and prior to the final semester assessment. The implementation of innovation and creativity in the teaching process by educators, through the application of the learning model in the classroom, has been demonstrated to result in enhanced student learning outcomes, as evidenced by an improvement in examination scores (Ratnawati, 2021). Therefore, PBL is utilized to assess students' comprehension and competencies in a comprehensive manner during the mid- and end-of-semester periods. The implementation of PBL in PTS and PAS furnishes students with the opportunity to apply the knowledge and skills they have acquired in authentic project contexts, thereby effectively supporting the development of their business skills.

In the interview, the interviewee articulated that the primary objective of employing PBL in the educational context is to facilitate students' direct engagement with the practical application of the competencies they have acquired. The implementation of more quantifiable projects enables students to assess their capabilities in undertaking such endeavors. This enables the development of competencies such as computer operation, public speaking, and product understanding and information management. The interviewee further elaborated that the design of PBL projects is informed by the core competencies that will be evaluated in subsequent assessments. In essence, the design of these projects is predicated on the metrics that will be assessed in evaluations. This approach assists students in comprehending the expectations and requirements associated with the project.

Furthermore, in the context of PBL, the resource person elucidated that student achievement is evaluated through the utilization of an assessment rubric. The rubric delineates the criteria that will be used to assess student projects. For instance, criteria such as product price and the accuracy of information will be used to assess projects. The implementation of PBL in educational settings has been demonstrated to exert a favorable influence on students. It has been demonstrated that children exhibit greater enthusiasm for their learning, and the knowledge they acquire is more readily applicable in real-world settings. This pedagogical approach has been shown to engender a greater sense of student engagement, which, in turn, has been demonstrated to positively impact motivation.

The resource person posited that the efficacy of PBL is contingent upon the context and timing of learning. Lectures remain a necessary approach, especially in long-term curricula. However, PBL has been shown to offer distinct advantages in the instruction of practical skills that are applicable to the business world. The project-based learning (PBL) model is predicated on the ability to think critically in order to identify connections between principles and concepts that have been previously learned in order to solve problems (Apipah & Novaliyosi, 2023). MAs elucidated in the interview, educators expounded that students encountering challenges in executing PBL initiatives are furnished with supplemental assistance. Teachers provide supplementary time and remedial sessions to assist students in comprehending the material and successfully completing the projects. The interviewees further elaborated that the PBL method implemented at SMK ICB Cinta Niaga is aligned with the curriculum stipulated by the education department and local government, yet it is adapted to align with the institution's specific requirements. This flexibility in approach, as demonstrated by the school and its students, is indicative of a comprehensive and adaptable educational framework.

The Urgency of PBL in Developing Students' Business Skills

The scale employed is a descriptive questionnaire scale, which is derived from the results of a questionnaire distributed in the form of a questionnaire. Subsequent to the completion of the questionnaire, conclusions are derived from the responses of respondents. Project-based learning (PBL) has been demonstrated to be an effective pedagogical approach for enhancing

students' comprehension of applicable knowledge (Miller & Krajcik, 2019). Based on respondents' feedback regarding the implementation of the Project-Based Learning (PBL) method, it can be concluded that out of 12 respondents, the majority viewed this method as a beneficial and enjoyable experience. Some respondents only mentioned the benefits (advantages) without mentioning the enjoyable aspects, but the majority of respondents indicated that PBL provides practical benefits and also offers a positive and enjoyable learning experience. Overall, the conclusions from the respondents' responses indicate that PBL has a positive impact on improving learning, provides tangible benefits, and creates a fun and engaging learning environment for students.

A review of respondents' responses to questions regarding the impact of Project-Based Learning (PBL) on their comprehension of learning reveals a predominant opinion among the 12 respondents that PBL is effective in enhancing their understanding. A number of respondents provided specific reasons for their responses. For instance, respondents 1 and 5 indicated that PBL is effective because it can promote a product and because they enjoy business. According to Respondent 2, the efficacy of PBL is evidenced by its ability to enhance income generation at an early age. According to Respondent 6, the efficacy of PBL is predicated on its ability to engender direct understanding through experiential learning. Respondent 7 posited that PBL is more efficacious due to its emphasis on experiential learning over theoretical knowledge. In conclusion, PBL is regarded as an effective pedagogical approach, particularly in enhancing students' comprehension, whether through direct experience, the application of concepts in practice, or the incorporation of appealing business aspects. Furthermore, respondents have indicated that PBL is not only effective but also beneficial and enjoyable.

A comparison of the Project-Based Learning (PBL) method and the lecture method was conducted, and the results of the survey revealed a predominant preference for the PBL method among the respondents. A number of respondents (respondents 4, 5, 6, 7, and 8) have indicated that the advantages of PBL include the opportunity for direct engagement in business activities and the execution of hands-on practices. A select group of respondents (respondents 5, 6, and 12) have expressed a predilection for business methods involving PBL, citing their enhanced appeal and perceived benefits as primary motivators. It was reported by respondents 1, 3, 8, 9, 10, and 11 that Problem-Based Learning (PBL) is regarded as a more efficacious pedagogical approach for enhancing comprehension. The respondents' responses indicate a preference for PBL over the lecture method. The advantages of PBL that have been identified include the ability to engage directly, the enhanced level of enjoyment, and the improved understanding. In this context, respondents expressed a more favorable view of the practical and interactive aspects of PBL. This finding aligns with the assertions made by Amelia and Aisya (2021), who contend that PBL offers distinct advantages in enhancing students' academic aptitude and cognitive abilities. The PBL approach provides students with experiential learning opportunities that cultivate skills such as project planning, time management, resource utilization, including equipment and materials, and the development of a conducive learning environment.

A majority of respondents indicated their capacity to practice business according to the practices already implemented in the Project-Based Learning (PBL) method. This determination was based on their responses to a specific question. Furthermore, respondents offered supplementary insights on the implementation of the acquired practices. As stated

by Respondent 3, the practice of business can be achieved through the sale of products, the marketing of products, and the creation of products. According to Respondent 5, the acquisition of proficiency in the PBL method has engendered an enhancement in their communicative and creative capacities. Respondent 6 disclosed that this method led to enhanced learning and increased confidence. The respondents' responses indicate that PBL provides theoretical understanding as well as practical skills that can be applied in a business context. It was reported by a number of respondents that the ability to engage in business, sell, and market products was directly facilitated by the skills acquired through the PBL method. The application of this method has been demonstrated to yield positive outcomes, including enhanced confidence, communication skills, and creativity.

Moreover, respondents' experiences with Project Based Learning (PBL) have yielded several conclusions, including the successful development of communication skills through the implementation of PBL. This phenomenon transpired due to their direct involvement in consumer communication, product promotion, and business dealings. It was reported by respondents 2, 7, 8, and 11 that they had developed creativity and generated new ideas through the implementation of PBL. This phenomenon manifested predominantly in the domain of food production, encompassing the creation of various food items, snacks, and beverages. The majority of respondents (e.g., Respondents 2, 6, 8, and 12) indicated that they experienced an increase in confidence as a result of the implementation of PBL. This phenomenon transpired due to their active engagement in direct communication with consumers, thereby encountering authentic business scenarios. Respondent 8 indicated that they cultivated their mental fortitude through PBL, thereby ensuring their preparedness to embark on entrepreneurial endeavors upon completing their formal education. This finding suggests that PBL not only cultivates practical skills but also nurtures an entrepreneurial mindset. A significant proportion of the shared experiences highlighted direct interaction with consumers as a pivotal element in the development of communication skills. The respondents reported that selling directly to consumers enabled them to hone their communication skills. The survey responses indicate that PBL is effective in developing collaboration and communication skills, particularly through direct experience in business and interacting with consumers. The integration of practical and creative components within PBL has been demonstrated to exert a favorable influence on the cultivation of competencies that are pertinent to the business realm.

A survey of respondents revealed a high degree of satisfaction with the skill development outcomes resulting from the implementation of the Project-Based Learning (PBL) method. The majority of respondents indicated a strong level of satisfaction with these results. A number of respondents offered supplementary observations that emphasized their satisfaction, citing the capacity to engage in business activities and generate profits from sales as key factors contributing to their contentment. The collective response indicates that the implementation of the PBL method has exerted a favorable and gratifying influence on skill development among the respondents.

Discussion

A comprehensive analysis of the empirical data reveals that the Project Based Learning (PBL) method exerts a favorable influence on students' competencies and comprehension. This

phenomenon can be regarded as a positive impact, as the majority of respondents perceive PBL to be beneficial, enjoyable, and effective in enhancing their comprehension and competencies. Furthermore, they assert that PBL is more efficacious than alternative methods and can be applied in real-life scenarios, such as the establishment of a business. Furthermore, respondents indicated that PBL fosters the development of collaboration and communication skills, and they expressed satisfaction with the skill development outcomes they have achieved through the implementation of PBL.

In this survey, 12 respondents were interviewed. The results of the interview indicated that the majority of respondents found PBL to be both useful and enjoyable. Nine respondents indicated that PBL was effective in enhancing their understanding, while three respondents reported that this method was effective in improving both their understanding and skills. Seven respondents indicated that the PBL method was more effective than other methods, while five respondents did not provide a clear answer. The respondents' consensus was that the practices already implemented in the PBL method could serve as a foundation for their business operations. It was reported by all respondents that the PBL method facilitated the development of collaboration and communication skills and that the skill development outcomes achieved through the implementation of PBL were satisfactory. Karmila et al. in their book entitled "The Effectiveness of Problem-Based Learning (PBL) Assisted Google Classroom to Scientific Literacy in Physics Learning" posit that the problem-based learning (PBL) approach fosters engagement with authentic problems that frequently arise in real-life settings. This approach, they contend, encourages students to take an active role in the learning process, rather than passively receiving information from teachers. PBL can also be described as a learning model that fosters active learning conditions for students by encouraging them to collaborate in problem-solving (Sulistianah et al., 2022). It can be concluded that the PBL method is an effective and beneficial learning method for students in developing their skills and understanding. This method can also be applied in real life, such as in starting a business. Consequently, the PBL method emerges as a viable alternative learning modality that has proven to be effective and advantageous for students.

CONCLUSION

A series of interviews with teaching professionals has yielded the conclusion that the project-based learning (PBL) method employed at SMK ICB Cinta Niaga has a positive impact on the development of students' business skills. Problem-Based Learning (PBL) is a learning model that can be applied in this context because it encourages students to think critically, solve problems skillfully, connect knowledge about problems and real-world issues, and engage in problem-solving in a dynamic and collaborative environment. This pedagogical approach enables students to acquire knowledge through practical experience and real-world scenarios. When provided with adequate support, students have the capacity to overcome obstacles and attain commendable academic outcomes. PBL has also demonstrated efficacy in cultivating practical skills pertinent to the business realm, and its adaptability enables seamless integration with the curriculum established by governmental entities. A review of the descriptive questionnaire administered to students indicates that the PBL method is an effective and beneficial learning method for students in developing their skills and understanding. This method can also be applied in real-life situations, such as the initiation

of a business. Consequently, the PBL method can serve as an effective and beneficial alternative learning method for students.

The findings are based on the results of interviews conducted with teachers as informants and descriptive questionnaires administered to students. According to educators, the efficacy of PBL is contingent upon the subject matter and the allotted learning time. A notable advantage of PBL is its capacity to impart practical skills that are pertinent to the business world. Nevertheless, it is imperative for PBL to be adapted to the needs of the educational institution in order to ascertain that the PBL method is indeed a flexible one. The merits of the PBL approach are acknowledged by the students, who express contentment with the skill development outcomes of the PBL method and perceive PBL as an effective learning method.

AUTHOR'S NOTE

The authors declare that there are no conflicts of interest related to the publication of this article. The authors confirm that the data and content of the article are free from plagiarism. Thank you.

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