Investigating the Project Based Learning Practice on Students' Social Skill Enhancement

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Abstract—**This study aims at finding out the Project Based Learning (PBL) practice in enhancing students' soft skill. The subject of this research is four lecturers and thirty-five students. The method of this research is quantitative using ethnographic design to explore to what extent the lecturers and students' perspective on PBL material. Data was collected using observation. The results showed that the adoption of project-based learning model learning (PBL) is effective in enhancing the soft skills of students. The practice of PBL was measured by observing lecturers and students' perspective on PBL including syllabus, module, worksheet, and soft skill indicated the very good and good level respectively. Thus, PBL practice could give a meaningful contribution to students' social skill enhancement.**

Keywords—Project Based Learning (PBL), ethnographic design, soft skill

I. INTRODUCTION

Learning is a complex process that involves various elements, which are related to each other. The important element is learning tools because they become the entry point in efforts to improve quality, especially in the field of learners' social skills [1]–[7]. Although learning facilities are fully available, learning tools such as syllabus, modules and students' worksheet are less qualified, then the effectiveness of learning would be difficult to achieve. The practice of learning, of course, related to the learning method because it can be used as a guide for a teacher to do practice effective teaching and learning [8]. Interconnecting on a directed learning orientation is dependent upon the learning method involving cognitive, affective, and psychometrics.

The last few decades, the emerging phenomenon seems to force the cognitive of students to make students expected to be smart. An educator seems denied for introducing affective and psychomotor aspects. Lecturers were experiencing dealing with smart students who obtain high scores but lack affective and psychomotor result in the educational outcomes that students tend to think deductively. They are good theoretically but weak in practice, while the world of work demands on the contrary, that the practice must be put forward as well as the theory. Learning process requires academic skills; however, students are also required to develop the personality as social skills to prepare future career [6], [9], [10].

Another phenomenon is the model of learning undertaken by teachers is too much emphasis on the ability and superiority of educator and less attention to maximizing the students' potency. As a result, the power of creativity and innovation of students are less optimally developed [7], [11], [12]. Teacher-centered learning is not only to make students become passive, but also block the potency of affective and psychomotor, and even cognitive aspect.

Based on the above issue, PBL offers the anticipatory learning model that can enhance the power of cognitive, affective, and psychomotor of students. PBL is one model of anticipation to develop the potential of students, especially for enhancing social skill. PBL is growing rapidly in developed countries, such as the United States. This model is more on providing opportunities for students who have been taught to explore the theoretical aspects as well as practicing the theory which they are learning [4]–[7].

As a result of learning tools as well as disoriented learning, model diminish the ability of students' social skills. The circumstances lead students to become low acceptance in the business world when they are working as a professional workforce. This fact is, of course, a problem that needs to be solved to prepare students to have the social skill for their success in the business world. In addition, this anticipation is mandatory to keep the significance of attending university as a place to study academically in the campus environment and prepare skill to compete socially in real life [1], [6], [10].

II. METHOD

This research is a quantitative method using an ethnographic design that aims at exploring the contribution of PBL to social skill enhancement of students. The collecting data technique used in this study is an observation checklist filed out by lecturers and students to measure the practice level PBL. Using observation is one of the ways of documenting or portraying the experience of respondents in ethnographic research [13], [14]. Both lecturers and students responded to the items of syllabus, module, worksheet, and social skill to find out the level of lecturers and students' perspective on PBL. Investigating the students' level of social skills, they were asked to respond the items of communication, autonomous, leadership, motivation, initiative, commitment, problem-solving, flexibility, time management, analysis, and ethics.

III. RESULTS AND DISCUSSION

The Project Based Learning practice in this study was explored either by lecturers' perspective or students' point

of view. The research result showed that the response of lecturers to the observed items are varied ranging from 83% to 91%. Fig. 1 indicated the good perspective of lecturers on the practice of PBL.
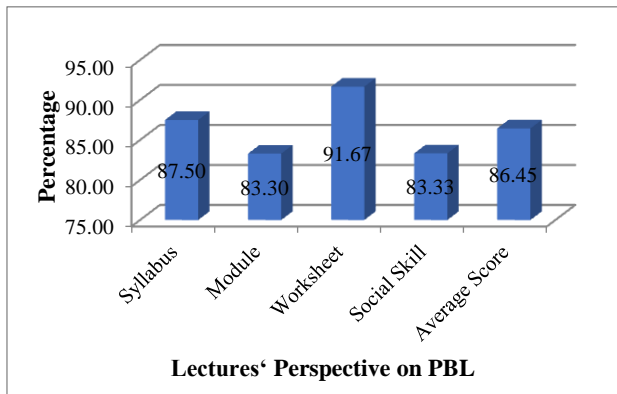

Fig. 1. Lecturers' perspective on PBL practice

Fig. 1 showed that lecturers scored module and social skill aspects were about 83% of the practice level. The syllabus was scored in a practice level of 87% and students' worksheet scored by lecturers in the highest practice level of 91.67%. The average score of practice level in 86.46% of using PBL for social skill enhancement. The lecturers' perspective was supported by students' point of view in slightly lower differences as shown in Fig. 2.
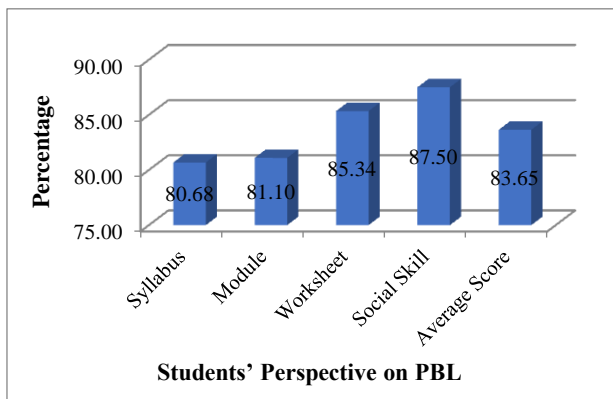

Fig. 2. Students' perspective on PBL practice

Table 2 above revealed that syllabus and module were in 80.68% and 81.1% level of practice respectively. Meanwhile, students' worksheet was at a higher level of practice reaching 85.34%. Remarkably, the social skill was in the highest level of practice based on the students' perspective. This research indicated that students perceived the PBL in about 83% averagely good practice level. Furthermore, Table 1 explored the details of social sills elements based on the observation to students.

Table 1 revealed that students responded to the social skill practice level of PBL in two groups; they are a group of up to 93% and up to 88%. Time management, analysis, and ethics were in a group of up to 93% ranging from 90% to 93%. The other group is up to 88% ranging from 85% to 88%. This 88% group consists of communication, autonomous, leadership, motivation, initiative, commitment, problem-solving and flexibility. Ultimately, the average

score of social skill practice on PBL based on students perspective was 88%.

TABLE I.   STUDENTS' SOCIAL SKILL ON PBL

Students' social skill of PBL	Percentage
Communication	80.68%
Autonomous	81.10%
Leadership	85.34%
Motivation	87.50%
Initiative	83.65%
Commitment	87.78%
Problem Solving	86.67%
Flexibility	87.78%
Time Management	90.00%
Analysis	91.70%
Ethics	93.33 %
Average score	**88.51%**

Thus, this research indicated that students perceive the PBL as a very good method to enhance students' social skill [1]. The PBL model orientates on pupils. All of the data show that PBL Learning Practice could increase the social skill of the student. The PBL Learning method could help the student to develop effective collaborator with lecturers event to another student[15].

IV. CONCLUSION

This study exposes that Project Based Learning (PBL) is the practical method for enhancing the social skills of students. Lecturers perceive the contribution of PBL in enhancing the students' social skill at a very good level indicated by eighty-six percent of the practice level on PBL. Whereas, the students perceive the PBL practice in eighty-three percent indicated the good level of perspective. Thus, both lecturers and students indicated that they perceive well the Project Based Learning. Specifically, after observing all the items in social skill, this study reveals that the level of PBL practice was in eighty-eight percent indicated very good perspective Thus, this research, Project Based Learning practice, is a very good method to enhance students' social skill.

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