

A Problem Based Learning (PBL) Model in Developing Students' Soft Skills Aspect

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Abstract

This study aims to find out how to improve students' soft skills through Problem-Based Learning (PBL) of Educational Sciences in order to prepare superior Human Resources (HR). This research is qualitative research, the research subjects are students of the First Semester Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Private University in Solo Raya. The object of research is the improvement of students' soft skills through PBL of Education Science courses in order to prepare for Superior HR. Data collection using interviews, observation, documentation, and test methods. The validity of the data uses method triangulation, source triangulation, and perseverance of observation. Analysis of the data using qualitative analysis. The results showed that PBL courses in education can improve students' soft skills which include aspects of self-awareness, trust, adaptability, critical thinking, organizational awareness, attitude, initiative, empathy, integrity, self-control, leadership, problem-solving, risk-taking, and Time management, in order to prepare superior HR.

Keywords: problem-based learning, soft skills aspect, learning model

1. Introduction

Students are one of the nation's assets that are expected to be able to build and create a nation's fragrant name through their achievements. In this case, students include young intellectuals who should have high soft skills. Soft skills are also commonly called emotional intelligence. Armed with enough soft skills, scholars will more easily get the opportunity to work so that it is expected to reduce the number of unemployed scholars. Furthermore, the essence of soft skills in equipping scholars to be able to answer the challenges that exist in society and be able to live independently in the community, such as entrepreneurs, entrepreneurs opening jobs that are able to absorb labor. Educational courses are courses that contain theories and practices that are conditional on norms, ethics of human behavior, and ways of educating people to become noble Human Resources (HR) useful for the nation and state.

Through observation in the learning process of educational subjects in class, students are still found to be indifferent, less responsive to learning material, steal time to play mobile, less responsible for the tasks given by lecturers. All of these are indicators of the lack of student soft skills. The gap in student soft skills can cause problems including weakening solidarity among students, developing selfish attitudes, creating an attitude of not being able to cooperate, and other behaviors that hinder lecture activities. The development of aspects such as cooperation, respecting opinions, recognizing oneself and others, and the like need to be cultivated in learning. Studying in college is not only expected to master technical skills, but also has non-technical skills including mindset, mental attitude, personality, wisdom, and broad insight. Not all non-technical skills are possessed optimally by students.

The learning process is a dynamic process. Many factors may occur in addition and subtraction to what has been planned in a learning plan. Additions and subtractions during the learning implementation process will enrich the learning process itself. In research on learning that is being developed, evaluation activities have an important meaning in efforts to find learning models that are suitable for improving student soft skills. In this study, the design is the work of researchers and lecturers as facilitators of learning. Therefore, an evaluation of a learning design evaluates the components of the design, both with regard to the content and formulation. The evaluation of the implementation of learning assesses the material, methods, learning activities, media, and learning resources used, and evaluates the processes and results carried out. The material assessment looks at its depth, breadth, detail, and difficulty. Evaluation of methods and learning activities look at how student participation, student interaction both with other students and

with lecturers, how the problem-solving process is in the discussion, how the lecturer guidance process, the obstacles found, and the supporting factors needed. Evaluation of media and learning resources regarding availability, ease of access, ease of use, compatibility with competencies achieved, and so on. The evaluation of the evaluation process is related to variations in authentic evaluations carried out, results of evaluations, ease of conducting evaluations, and so on.

All evaluation results are discussed in the form of focus group discussions involving lecturers, observers, and researchers. From the results of the evaluation that have been discussed, it is hoped that improvements will emerge to improve the learning model, both with regard to the design of the model and the implementation of the model. Improvement of learning design and implementation of learning is implemented again at the next meeting in order to get further improvements. Fluency in problem-solving is based on students' ability to solve or solve problems by providing correct variations of responses (Sitorus & Masrayati, 2016).

The problem that underlies this research is how is the development of soft skill aspects through PBL Education Science courses in order to prepare for Superior HR. This study aims to find out how to increase the soft skills of students through PBL Education Science courses in order to prepare superior human resources (HR). The benefits of research, the development of aspects of student soft skills through PBL courses in Education in order to prepare for the Superior HR is expected to contribute in the main education field to Develop the field of learning technology, namely confirmation of existing models or adding to the development of existing learning models. The role of PBL can improve student achievement (Suryanti, 2013). The Faculty of Teacher Training and Education to be practiced in the classroom as a way to improve the soft skills of prospective educator students (Zhaleh et al, 2018).

2. Literature Review

Problem-Based Learning (PBL) is a learning model that trains and develops the ability to solve authentic problem-oriented problems from the actual lives of students. PBL has been widely adopted in various fields and educational contexts to promote critical thinking and problem-solving in authentic learning situations (Yew & Goh, 2016). PBL is touted as one of the effective teaching and learning methodologies (Yusof et al., 2012). applying PBL in educational settings can increase the likelihood of conceptual change while attending college and independent learning (Loyens et al., 2015). PBL is assumed to be able to push students towards a deep learning approach where students are intrinsically interested and try to understand what is happening (Dolmans et al., 2016). PBL is one method of education using scenarios to determine their own learning goals (Khoshnevisasl et al., 2014). Facilitation is an integral aspect of the PBL environment and requires time, training, and commitment to learning from the teacher (Silver, Bridges, & Mckeown, 2019).

Soft skills are non-technical, invisible, and immediate, so soft skills cannot be taught but can be transmitted and practiced over and over again accompanied by a mentor (Mustikawati et al., 2016). Soft skill improvement is based on problem solving, teamwork and communication skills (Him et al., 2016). in the context of higher education, graduates should not only excel in academic achievement but also able to master soft skills such as effective communication, leadership, and teamwork (Rameli et al., 2018). soft skills can enable, catalyze, and facilitate the achievement of effective skills, attitudes, and behaviors (Ratka & Pharm D, 2018). soft skills for college graduates including communication skills, negotiation skills, environmental awareness, self-management, problem-solving, critical thinking and creative thinking (Suhaili et al., 2015). the application of interactive conceptual learning with a multi-representation approach is needed to practice scientific communication skills to familiarize students in discussions, resume writing, presentations, and others (Patriot, Suhandi, & Chandra, 2018). the power of education aims to prepare specialist staff especially with broad general and professional knowledge, and high self-esteem in teamwork and communication (Cichoń & Piotrowska, 2018). best practice teaching moves to learning models that are increasingly individualized and student-focused and where innovative technology allows for greater student data mining (Lester et al., 2017). Soft skills development results in personal, character, and document changes in syllabus and lesson plans, simple learning media used during learning (Rokhimawan, 2016).

The implementation of learning is the stage of implementing the learning process based on the learning design that has been prepared. This stage is the application of the learning steps that have been prepared, starting from the basic concept stage, defining the problem, independent learning, exchange of knowledge, and assessment. So that the implementation phase can run smoothly in accordance with the learning design that has been prepared, it takes a variety of efforts so that in time the learning process runs well. a scientific learning approach through the problem-based learning model has a positive impact on improving students' hard and soft skills (Fauziah, Abdullah, & Hakim, 2017). PBL is proven to be able to improve student competencies in the aspects of hard skills and soft skills (Sofyan & Komariah, 2016).

The learning process is a dynamic process. The learning process becomes a system of learning which consists of several interacting components such as teacher, student, learning objectives, materials, media, methods, and evaluation (Pane & Dasopang, 2017). All evaluation results are discussed in the form of focus group discussions involving lecturers, observers, and researchers. From the results of the evaluation that have been discussed, it is hoped that improvements will emerge to improve the learning model, both with regard to the design of the model and the implementation of the model. Improvement of learning design and implementation of learning is implemented again at the next meeting in order to get further improvements. The growth and development of student learning itself need to be planned, intentional and facilitated through education (Suyatno et al., 2017).

3. Research Method

This research was conducted at Slamet Riyadi University, Faculty of Teacher Training and Education, Guidance and Counseling Study Program, and carried out for 2 semesters. The data collected in the form of qualitative data about Learning problems that apply PBL, Soft skills of students, learning conditions in order to improve soft skills and learning of Education Science courses. Sources of data obtained from the learning process which includes Guidance and Counseling Study Program Lecturers, Students, and FKIP Employees.

The sample collection technique uses purposive sampling, with the tendency of researchers to choose the information that is considered to know the information and the problem in-depth and can be trusted to be a source of data. Data collection techniques, using observation/observation, interview/interview, and content analysis / reviewing documents and archives. Data validity uses data triangulation (source), method triangulation, theory triangulation, and informant review. Data Analysis Techniques, using an interactive analysis model. The analysis process in qualitative research, its activities are basically carried out simultaneously with the process of implementing data collection. In the analysis process there are three main components, namely data reduction, data presentation, and drawing conclusions and their verification. A list of the problems used in applying the recitation method as basic material deepening tasks can be seen in Table 1.

Table 1. Aspects of Soft Skills and Problems for Material Deepening Tasks

<i>Indicators of Education Science Courses</i>	<i>Soft Skill Aspects to be improved</i>	<i>Problem</i>
Describe the nature of humans in education	Self-awareness	The role of humans in the education process includes, as an educator, as an educated person, and as a source. How can these roles be carried out with Goodby humans so that education runs smoothly and achieves optimal goals?
	Trust	
	Adaptability	
	Critical thinking	
Initiating education as a process of human maturation	Organizational awareness	Human maturity is determined by several aspects and influenced by several factors, how to achieve this maturity in a Good?
	Attitude	
	Initiative	
Interpreting education as a civilizing process	Empathy	Culture is the result of human creativity, taste, and work that is useful for human welfare, how is the role of education in creating new cultures and developing and preserving old cultures?
	Integrity	
	Self-control	
	Leadership	
Interpret the meaning of character education	The solution to the problem,	Why does character education need to be organized for humans?
	Risk-taking	
Interpret the meaning of Life Skills education	Time management	Why does Life Skills education need to be conducted for humans?

4. Result and Discuss

4.1 Profile of Respondents

The condition of the profile of respondents as research subjects can be seen in Table 2.

Table 2. Profile of Respondents as Research Subjects

<i>No</i>	<i>Name</i>	<i>Gender</i>	<i>Age</i>	<i>Soft Skill Conditions</i>
1	Anita	Woman	18	Self-awareness Trust Adaptability
2	Fidia	Woman	18	critical thinking Organizational awareness
3	Yesica	Woman	18	Attitude Initiative Empathy
4	Nita	Woman	19	Integrity Self-control
5	Ika	Woman	19	Integrity Self-control
6	Rizki	Woman	18	Integrity Self-control
7	Nike	Woman	18	Integrity Self-control
8	Varelia	Woman	18	Integrity Self-control
9	Alya	Woman	18	Integrity Self-control
10	Elynia	Woman	19	Leadership Solution to problem,
11	Arwindita	Woman	18	Leadership Solution to problem,
12	Salsa	Woman	18	Leadership Solution to problem,
13	Intan	Woman	18	Leadership Solution to problem,
14	Faqih	Man	18	Risk taking Time management
15	Fendy	man	18	Risk taking Time management

4.2 Application of Problem Based Learning in Educational Sciences

Learning that facilitates many cases that exist in life will give students the opportunity to practice a lot of problem-solving/find a way out of solving the problem, thereby helping develop student soft skills. The results of implementing the PBL model can be seen in Table 3.

Table 3. Observation Results of the Implementation of the PBL Model for Educational Subjects

No	Indicators Implements	Lecture to		
		I	II	III
1	In accordance with the RPP	Enough	Good	Good
2	In accordance with the stages of learning	Less	Good	Good
3	Problems presented in accordance with the needs of students	Less	Enough	Good
4	Issues discussed arouse student interest in learning	Enough	Enough	Good
5	The problems raised to support student collaboration in groups	Enough	Enough	Good
6	Issues discussed support student activity in groups	Enough	Enough	Good
7	The issues raised stimulate students' critical and creative thinking	Less	Enough	Good
8	Motivate the independence of student learning	Less	Good	Good
9	A problem-solving process occurred	Enough	Good	Good
10	Decision-making	Less	Enough	Good
11	Assessment of processes and results	Enough	Good	Good
12	Consider individual student differences	Less	Enough	Enough
13	Reflecting	Enough	Enough	Good

Analysis of the results of the study showed that increasing student soft skills through PBL courses in education in order to prepare Superior HR gives students the opportunity to develop leadership skills, respect the opinions of others, control emotions, and work together, through group discussions, FGDs, presentation of results solution to the problem. The more often students discuss problem-solving, the more they will help the process of improving their soft skills. Based on the results of extensive trials provide a reference that the more often PBL models are applied, it can improve student soft skills.

4.3 The Effectiveness of Problem Based Learning in Education

The results showed that the objectives and scope of soft skills lead to the achievement of national education goals, namely preparing students to live their lives in the present and future. Therefore, students are required to have various abilities, skills, and attitudes required. The results of improving aspects of student soft skills can be seen in Table 4.

Table 4. Improved Aspects of Student Soft Skills

No	Soft Skill Aspects	Meeting 1	Meeting 2	Meeting 3
1	self-awareness	Enough	Less	Good
2	Trust	Enough	Enough	Less
3	Adaptability	Enough	Enough	Less
4	Critical thinking	Less	Less	Good
5	Organizational awareness	Less	Less	Good
6	Attitude	Enough	Less	Good
7	Initiative	Enough	Enough	Less
8	Empathy	Enough	Enough	Good
9	Integrity	Less	Less	Good
10	Self-control	Enough	Enough	Less
11	Leadership	Less	Less	Good
12	The solution to of problem,	Enough	Enough	Less
13	Risk-taking	Enough	Less	Good
14	Time management	Enough	Enough	Less

Analysis of the results of the study showed that the implementation of PBL in Education Science courses was internally effective to improve student soft skills. The internal effectiveness of PBL courses in improving the soft skills of students is sought through the analysis of the results of the pretest and posttest about soft skills.

In order for learning to run smoothly to achieve the goals, it must be compiled RPP courses in Education that are required to improve student soft skills. Planning is considered important because learning is a complex thing, so it needs to be planned in a certain period of time. While the aspect of the delivery of learning is the implementation of learning where the lecturer must arrange external situations that support student learning processes, both individually, in groups and classically.

The basic concept stage (Fundamental basic concept), the Problem Definition stage (defining the problem), the Self-Learning Stage (self-learning), the Exchange of Knowledge stage, the Conclusion Phase. Assessment phase (assessment), In the stages above, are carried out students with enthusiasm and joy in brainstorming activities, FGD, Presentations. Lecturers carry out an authentic assessment of the work of students both in groups or individually. and implementing the posttest. The advantages of PBL in Education Science courses are to improve students' soft skills in order to prepare for superior HR. This model provides many opportunities for students to practice solving problems, leading, managing time, respecting the opinions of friends, regulating emotions so that they can become medium and medium to prepare students for superior HR. Weaknesses of PBL eyes of Educational Sciences to improve student soft skills. This model requires a lot of time and patience of lecturers in designing the planning, implementing, and carrying out evaluations.

5. Conclusion

Based on the findings and results of the analysis of the data obtained by referring to the research problem, it can be concluded that the description of an increase in student soft skills through PBL courses in Education in order to prepare superior HR and their strengths and weaknesses. Implementation of improving student soft skills through problem-based learning of Education Science courses in order to prepare for Superior HR. The results showed that PBL courses in education can improve students' soft skills which include aspects of self-awareness, trust, adaptability, critical thinking, organizational awareness, attitude, initiative, empathy, integrity, self-control, leadership, problem-solving, risk-taking, and Time management, in order to prepare superior HR.

6. Suggestion

Based on the findings in this study, practical implications can be formulated which are suggestions for the Faculty of Teacher Training and Education expected to practice PBL learning in any subject, because it gives many opportunities for students to actively solve problems.

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