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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 qualitative 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, the PBL practice could give meaningful contribution to students' social skill enhancement.

1 INTRODUCTION

Learning is a complex process involves various elements, which are related 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 (Lee, Huh and Reigeluth, 2015) (Blumenfeld *et al.*, 1991; Barron *et al.*, 1998; Ayas and Zeniuk, 2001; DeFillippi, 2001; Bell, 2010; Savery, 2015). Although learning facilities are fully available, but 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 (Kumar and Bhardwaj, 2015). Interconnecting on a directed learning orientation is dependent upon the learning method involving cognitive, affective, and psychometric.

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 of affective and psychomotor result 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 (Bell, 2010; Leat, 2015; Tee, Wong and Lim, 2015).

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 maximize the students' potency. As a result, the power of creativity and innovation of students are less optimally developed (Larmer, Mergendoller and Boss, 2015; Savery, 2015; Wood, 2015). 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 (Ayas and Zeniuk, 2001; DeFillippi, 2001; Bell, 2010; Savery, 2015)

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 on 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 social skill for their success on the business world. In addition, this anticipation is mandatory to keep the significance of attending university as a place to study academically in campus environment and prepare skill to compete socially in real life (Bell, 2010; Lee, Huh and Reigeluth, 2015; Tee, Wong and Lim, 2015).

2 METHOD

This research is qualitative method using 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 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 (Bordens and Abbott, 2008; Fraenkel and Wallen, 2009). Both lecturers and students responded 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 response the items of communication, autonomous, leadership, motivation, initiative, commitment, problem solving, flexibility, time management, analysis, and ethics.

3 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%. Table 1 below indicated the good perspective of lecturers on the practice of PBL.

Table 1. Lecturers' perspective on PBL practice

Lecturers' perspective on PBL	Percentage
Syllabus	87.5 %
Module	83.3 %
Worksheet	91.67 %
Social skill	83.33 %
Average Score	86.45 %

Table 1 above showed that lecturers scored module and social skill aspects were about 83% of the practice level. Syllabus was scored in a practice level of 87% and students' worksheet scored by lecturers in a highest practice level of 91.67%. Table 1 above indicated 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 Table 2 below.

Table 2. Students' perspective on PBL Practice.

Students' perspective on PBL	Percentage
Syllabus	80.68 %
Module	81.1 %
Worksheet	85.34 %
Soft skill	87.5 %
Average score	83.655 %

Table 2 above revealed that syllabus and module were in 80.68% and 81.1% level of practice respectively. Meanwhile, students' worksheet was in a higher level of practice reaching 85.34%. Remarkably, the social skill was in a 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, the Table 3 below explored the details of social sills elements based on the observation to students.

Table 3. Students' social skill on PBL.

Students' social skill of PBL	Percentage
Communication	85.83 %
Autonomous	88.89 %
Leadership	88.33 %
Motivation	87.78 %
Initiative	85.56 %
Commitment	87.78 %
Problem solving	86.67 %
Flexibility	87.78 %
Time management	90 %
Analysis	91.7 %
Ethics	93.33 %
Average score	88.51364 %

Table 3 above revealed that students responded the social skill practice level of PBL in two groups, they are 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% that 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%. Thus, this research indicated that students perceive the PBL as very good method to enhance students' social skill (Lee, Huh and Reigeluth, 2015).

4 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 in 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, [1] Project Based Learning practice, is a very good method to enhance students' social skill.

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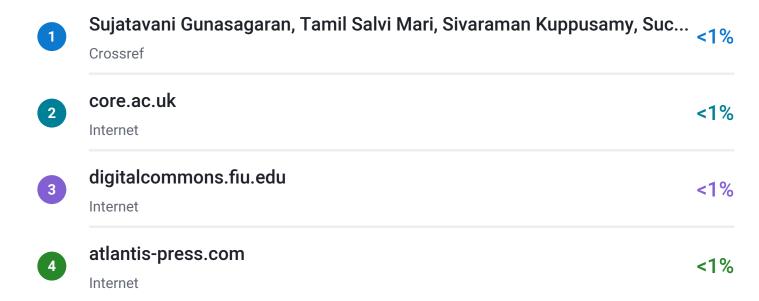Wood, E. J. (2015) 'Problem-based learning: Exploiting knowledge of how people learn to promote effective learning', *Bioscience education*. Taylor & Francis.