The Application of Problem-Based Learning Method on the Subject Export As Delivered in Ciputra University

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Abstract

Learning is essentially an interactive process of the circumstances surrounding an individual. It can be viewed as a purpose-driven and experience-based process. Changing our perception of students from objects to subjects can serve as an important point in innovative learning approaches. Problem-based learning is an innovation in student learning which optimizes thinking ability through a systematic process of group work in order to empower, hone, test and develop the capacity to think on an ongoing basis. The objectives of the research are: (1) to explain how to implement the Problem-Based Learning Model on the subject Export. (2) to find out the level of effectiveness of the Problem-Based Learning model from the students' perception.

The approach used in this paper is qualitative research, which is based on descriptive method. The analysis unit is the individual. Data is collected through observation, interviews and questionnaires. This study is conducted in the University of Ciputra. As an institution that aims to create world-class entrepreneurs, Ciputra University puts a high emphasis on the subject Export, because it supports the university’s goals and gives students from various disciplines the opportunity to learn and work together. Samples of this study include 35 students from batch 2010 who are taking the subject Export.

Result shows that the application of Problem-Based Learning Model supports the achievement of class objective despite the fact that the students come from different backgrounds. Hence, it can be concluded that the application of Problem-Based Learning Model can help students from different disciplines to equally absorb entrepreneurial knowledge, especially on the subject Export, while staying motivated in achieving their learning objective.

Keywords: Problem-based learning, entrepreneur, innovation

I. INTRODUCTION

In the field of education, the roles of a teacher include educating, guiding, training, and developing curriculum that create a conducive learning environment which is not only fun and interesting, but encourages students to think actively, creatively, and innovatively in exploring their abilities.

Essentially, learning is an interactive process of the circumstances surrounding an individual. It can be seen as a process that is aimed towards a purpose and acting through experience. According to Sudjana (2003), learning is a process of watching, observing, and understanding something. Jackson (1991) added that learning is also a process of gathering knowledge through transforming experiences. It can also be described as a systematical attempt of creating a conducive learning environment and developing the students.

The learning process itself is individual and contextual. This means that the process happens within an individual according to his or her development and environment. An educator must always remember the four components in determining a learning model which are; objective, material, method, and evaluation. According to Joyce and Well (1996), learning model is a plan or a pattern that can be used to make a curriculum, design learning materials, and manage the learning process, both inside and outside the classroom.

Changing our perception of students, from objects to subjects, can be a way to discover innovative or student-centered learning approaches. One of the methods that can be used is Problem-Based Learning. According to Tan (2003), Problem-Based Learning is an learning innovation that enables students to optimize their thinking ability through systematical group work or discussions. This will hopefully empower, hone, test and develop their capacity to think on an ongoing basis.

Boud dan Feletti (1997) stated that Problem-Based Learning is the most significant innovation in education while Margetson