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An Analysis of Student Participation in Marketing Management Through Project Based Learning Model

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A B S T R A C T

This research was motivated by the low ability of students to think related to problem solving and student activity. Project-based learning will be implemented which is expected to increase student understanding, develop problem-solving skills, increase cooperation abilities and student activity in the learning process. The type of research used is quantitative descriptive. The subjects in this research were 12 students in the 2023/2024 Odd. Data collection techniques used include observation, portfolio, and documentation. The data collection instrument used was a activity observation sheet in Project I and Project II. The data analysis technique uses quantitative data analysis. The criteria for the success of this research can be seen from the increase in the value of student participation in the Marketing Management class. The results of this research indicate an increase in the value of student participation activities by the implementation of Projects I and II. In project I learning activities, the average value of student participation was 77.25. Then there was an increase in the value of participatory activities in project II learning activities to 80.9. Based on these results, it can be concluded that student participation can be increased by implementing the project-based learning model.

1. Introduction

Learning activities in higher education are a process of student interaction with lecturers and learning resources in a learning environment, the implementation of which refers to the curriculum that has been prepared by the department of Agricultural Industrial Technology. Learning Process Standards and Learning Assessment Standards are regulated in PP Number 19 of 2005 concerning National Education Standards (SNP) and PP 32 of 2013, where the implementation must meet these standards and become the basis for organizing learning in accordance with the department curriculum, which is also the basis for determining the criteria for the external quality assurance system through accreditation.

Some things to consider in designing the learning process include choosing approaches, strategies, methods, and learning techniques. Then the complete unity between approaches, strategies, methods, and learning techniques will form a learning model. In other words, a learning model is a form of learning that is illustrated from beginning to end then presented characteristically and is a frame for the application of approaches, methods, and learning techniques.

Conventional learning models with lecture methods or teacher-centered methods are examples of learning models that have been carried out so far and are currently considered no longer in accordance with the demands of the world of education, and are thought to result in students being less prepared to enter the world of work. According to Gunawan (2014), this method also results in student learning motivation tending to be low, the material mastered is very limited and it causes the learning process to run less effectively. Based on this, it is necessary to evolve or change the learning model that encourages students to be more active, creative and collaborate in developing self-skills so that it can increase the capacity of students so that they are ready to enter the world of work.

Basically, learning activities require the full role of students to actively participate in class, actively discuss and ask questions. To create learning conditions like this requires the creativity of educators to present innovative learning. The success or failure of learning is determined by the learning process experienced by students, (Sutikno, 2019). The learning process requires the activeness of students. The activeness of students in all learning activities will have an impact on changes in students' knowledge, attitudes, and skills, (Suharni, 2021). Thus, it can be concluded that student learning activeness can be seen if learning is centered on students. One of the learning models centered on students is the Project Based Learning Model (Onurkan Aliusta & Özer, 2017).

PjBL is a learning model that emphasizes collaboration that is innovative, unique and focuses on solving problems faced by students. In its implementation, learners become the subject of learning (student centered) and the focus of learning activities will produce products (learning outcome). PjBL is carried out based on scenarios which are then adapted to realistic or real problems which then make learners able to solve problems and work together in groups (Gurses et al., 2015; Wijayanti & Wulandari, 2016). Learners are given the freedom to choose the learning activities they will do, providing opportunities for students to carry out activities independently or learn to be, students look for information related to learning materials, and in the end, they are able to grow self-efficacy. According to Bandura (1997) self-efficacy is a person's assessment of his ability or competence in carrying out an activity, obtaining goals or his ability to face challenges or obstacles.

The project-based learning model can help students be more active in learning without thinking about memorization for exam preparation, (Almulla, 2020). The PjBL model is proven to provide valuable learning experiences for students and support the development of their professional experience, (Tsybulsky & Muchnik-Rozanov, 2019). Students are prepared to deal with difficulties and

various conditions in daily life through PjBL learning, (Häkkinen et al., 2017). Thus, the PjBL learning model is very suitable to be applied in learning to improve student understanding of lecture material without having to focus on memorization but can do it with practice.

Students are involved in every learning in the classroom showing that learning activities are successful and active. This can be realized by providing active and dynamic learning. Therefore, educators are expected to create a mature plan in the learning process. Educators become more helpful in carrying out learning and students more easily follow the class, (Mayudana & Sukendra, 2020). Through the PjBL model, students are more motivated to take part in learning, work on projects, collaborate with friends and work together to make students more active, (Handayani, 2022).

One of the stages in implementing the PjBL learning model is the need for learning planning. Learning planning is a guideline prepared by educators in implementing the learning process (Sanjaya, 2015). Planning learning activities refers to the content and preparation of strategies in learning, which includes the preparation of learning planning stages as well as the preparation of teaching media, learning resources, evaluation tools, and learning scenarios.

Marketing Management is one of the courses in the department of Agricultural Industrial Technology. This course is taken in the odd semester of 2022/2023 which has 2 credits. One of the Graduate Learning Outcomes of the department imposed on this course is to expect students to have the ability to solve problems of production systems, transformation processes, and added value of agro-industrial products and be able to design marketing strategies of a company and present them. To achieve these student learning outcome, project-based learning will be applied which is expected to increase student understanding, develop skills in solving problems, improve cooperation skills and student activeness in the learning process. Based on the description above, PjBL is expected to be an effective learning method in achieving course learning objectives. The purpose of this study is to determine how active student participation is through the implementation of project-based learning models.

2. Methodology

The type of research used is descriptive quantitative. This research sample was taken using purposive sampling technique. The subjects in this study were 12 students in the 2023/2024 Odd Semester Marketing Management course. The project-based learning steps used are: 1) Determining basic questions; 2) Preparing project planning; 3) Preparing a schedule; 4) Monitoring; 5) Testing results; 6) Evaluation (Erwin, 2017). The data collection techniques used include observation, portfolio, and documentation. The data collection instrument used is the participatory activity observation sheet on Project I and Project II. The data analysis technique uses descriptive quantitative data analysis. Quantitative data was obtained by calculating student response scores to project-based learning. The

results of observations of students' participation during project-based learning activities were analyzed descriptively.

3. Results and Discussion

The Planning Process

In the planning stage, the activities carried out by researchers were to prepare several supporting instruments for the implementation of the learning process using the PjBL model. Some of these preparations are making learning instruments in the form of Graduate Learning Outcomes, Lecture Contracts, Semester Learning Plans (RPS), Student Project Task Plans (RTM), Learning Outcomes Assessment Sheets (LPHB) in accordance with the project-based learning model and assessment rubrics.

Before and after the learning process, a survey was conducted on student responses related to the learning model to be implemented. Students fill out a survey form before starting the learning process using the PjBL learning model. Data from student survey responses related to the PjBL model before learning begins can be seen in Figure 1.

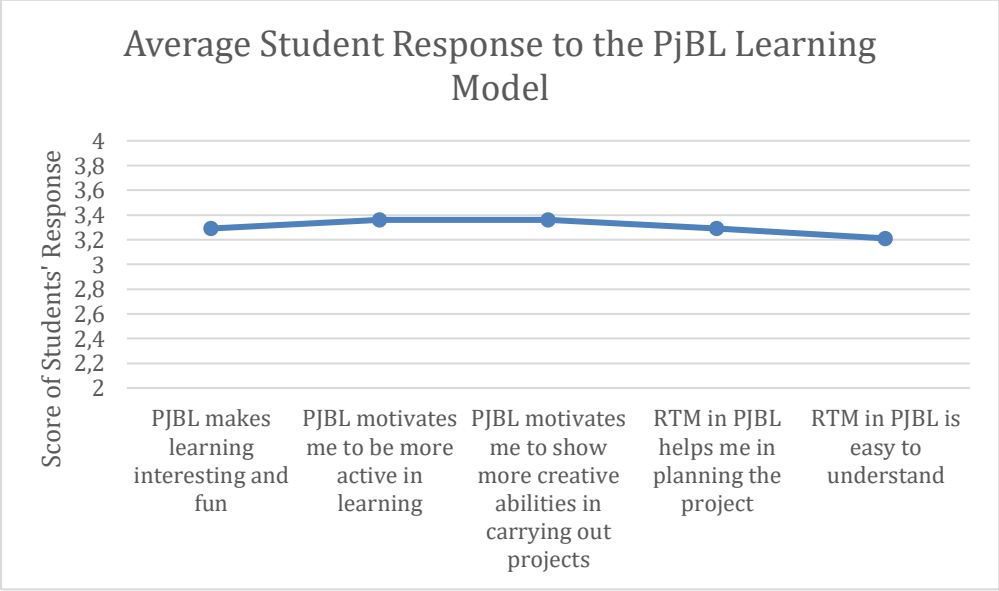

Figure 1. Students' Response to the PjBL Learning Model

Score Description:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Based on the results of the questionnaire that had been conducted before the lecture began, the average student answered "Agree" to several criteria asked. The average score obtained ranged between scores 3 and 4, namely 3.21 – 3.36, which shows that on average students agree that the PjBL learning model increases their activeness and ability to learn. This is supported by research conducted by (Astuti et al., 2019) with the application of project-based learning models, students become more active because they can discuss, express opinions so that students become easier to understand the material.

Process of Project I

The implementation stage of project I was carried out in 3 meetings for 12 students who took Marketing Management courses in the odd semester 2023/2024. At the first meeting the lecturer provided lecture material in accordance with the RPS, namely "Customer Satisfaction Topics" and gave a brief explanation of the Project Based Learning (PJBL) learning model so that students could clearly understand the flow of activities they would do. The material provided is the definition of customer satisfaction, factors that affect customer satisfaction, and stages in conducting customer satisfaction surveys.

A total of 12 students were divided into 4 groups, each group consisting of 3 students. Each group was given the same project, namely conducting field analysis in the form of a survey related to consumer satisfaction with a food product that has been marketed and making a paper on the results of field analysis related to consumer satisfaction with a product.

After students conduct a survey and make a paper on the results of analyzing customer satisfaction, then the next stage students will present the results of the project. Furthermore, a discussion is held in the form of questions and answers conducted by lecturers and other students. The next activity is that the lecturer evaluates all discussion and presentation activities by providing input related to what must be improved and what is already good to be further improved. Furthermore, the lecturer together with students conclude the learning material that has been learned.

Project I observation results can be seen from the final student assessment data in Table 5. Based on Table 5, it is known that the class average score on project I is 76.04. In project I there were 7 students who got a score of ≥75, while there were still 5 students whose scores had not reached the target above ≥75. The above results show that only about 58.3% of students managed to reach the target value. For the value of participatory activities, 8 students received a "Good" score with a value range (61-80) while only 4 people received a "Very Good" score with a value range (≥80). In line with research conducted by (Nisa & Yuliawati, 2021; Setia & Saputra, 2017) that project-based learning can increase students' creativity and activeness and have a positive impact on learning outcomes.

Table 1. Results of Participatory Activity Observation Sheet and Project I Score

No	Name	Score Project I	Participatory Activity Score
1	WIH	77.8	80
2	HA	75.8	73.8
3	DDA	73.1	73.8
4	VI	77.6	74.2
5	KKR	74.1	74.8
6	RPH	73.1	73.4
7	IYP	79.2	82
8	MA	77.4	80.4
9	HOS	79.6	83
10	KY	74	73.2
11	AES	76	79.2
12	BAD	74.8	79.2
Total		**912.5**	**927**
Average		**76.04**	**77.25**

Process of Project II

The planning stage in Project II was carried out by researchers by preparing instruments that could support the implementation of the learning process in the application of the PjBL method. Some of the instruments that have been prepared are the Student Project Task Plan (RTM), Learning Outcome Assessment Sheet (LPHB) in accordance with the project-based learning model (Project Based Learning) and the assessment rubric.

The implementation stage of project II was also carried out for 3 meetings for 12 students who took Marketing Management courses in the odd semester 2023/2024. At the first meeting, the lecturer provided lecture material in accordance with the RPS, namely "Marketing Mix Topics and Promotion Strategy Concepts" and gave a brief explanation of the Project Based Learning (PJBL) learning model so that students could clearly understand the flow of activities they would do. The material provided is the concept of marketing mix strategy, market segmentation, and the concept of promotional strategies.

A total of 12 students were divided into 4 groups, each group consisting of 3 students. Each group was given the same project, namely making a promotional strategy for a food product that has been marketed and making a product promotion design in the form of a Flyer. After students create a product promotion strategy and product promotion design in the form of Flyer, then the next stage students will present the results of the project. Furthermore, a discussion was held in the form of questions and answers conducted by lecturers and other students. The next activity is that the lecturer evaluates all discussion and presentation activities by providing input related to what must be improved and what is already good to be further improved. Furthermore, the lecturer together with students summarized the learning material that had been learned. At the end of the implementation of project II, the lecturer gave an assessment of student activeness, attitude, and understanding by filling out the assessment sheet.

Table 2. Observation Results of Participatory Activity Observation Sheet and Project II Score

No	Name	Score Project I	Participatory Activity Score
1	WIS	81.9	83.6
2	HA	79.9	78
3	DDA	77.5	77.6
4	VI	81.7	78
5	KKR	78.5	78.6
6	RPH	77.5	77.2
7	IYP	83.3	85
8	MA	81.5	84.2
9	HOS	83.7	85.8
10	KY	78.1	78.6
11	AES	80.1	82.6
12	BAD	78.9	82.6
Total		**962.6**	**971.8**
Average		**80.21**	**80.9**

The data in Table 2 shows that the class average score in cycle 2 is 80.21 and the average score for participatory activities is 80.9 which shows an increase in the class average score in project 1 which is 76.04 and the average value of participatory activities is 77.25. In cycle 2 there were 12 students who got a score of ≥75, which means that all students in the marketing management class got a score that met the target above ≥75.

The results of observations on project II, for the implementation of the PjBL learning model in Marketing Management courses have been carried out in accordance with the planning stages that have been made. Based on the scores obtained by students in project II, it is known that: (1) Students are used to and have adapted to the learning model applied in marketing management courses. This is evidenced by the increase in students' ability to work on the projects that have been given. (2) There was an increase in student grades as evidenced by the fact that all students managed to get scores above the target. The results of project II are said to be good because more than 75% of students have met the success criteria. (3) For participatory assessment, there has also been an increase when viewed from the average score obtained by students in project I of 77.25 and project II of 80.9. Students began to be motivated to do oral activities such as asking and answering questions during presentations and discussions. In line with research by (Sirait & Maulida, 2023) during the implementation of PjBL learning, students actively discuss and seek information from various sources to solve problems and projects.

Evaluation

Evaluation is carried out by looking at the results of student project assessments supported by student responses to the PjBL learning model that has been carried out, which will show the extent of the success of the learning model that has been implemented. This evaluation stage distinguishes the PjBL model from other learning models where students can integrate their knowledge and improve their skills and interest in their discipline, (Guo et al., 2020).

Students reflect on their products at this stage, they can exchange opinions for project improvement. This is in line with research conducted by (Sirait et al., 2023), new ideas are obtained by fellow students by connecting theories to develop the next project. With project-based learning, it is also seen that students become independent in solving problems and improve their academic performance, (Bilbao et al., 2018). The project-based learning model is also able to improve students' problem-solving skills, (Roosyanti & Suryarini, 2024). The indicator of the success of the implementation or implementation of the actions provided in this study is if there is an increase in the quality of learning in marketing management courses. Data on the results of student survey responses related to the PjBL model after learning is carried out can be seen in Figure 2.

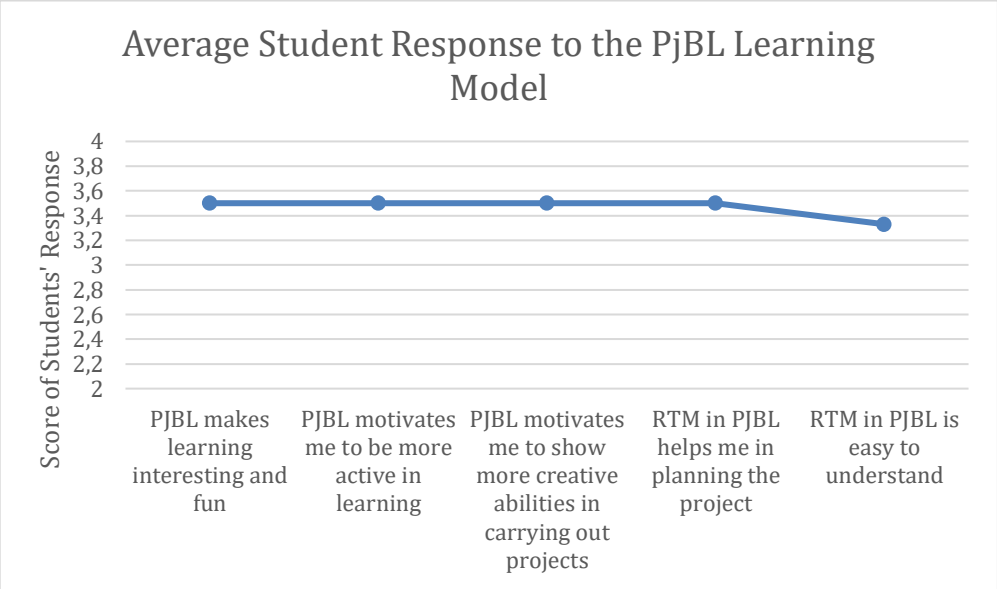

Figure 2. Students' Response to the PjBL Learning Model

Based on the results of the questionnaire that has been conducted after the lecture starts, the average student answers “Agree” and “Strongly Agree” to several criteria asked. The average score obtained ranges between scores 3 and 4, namely 3.3 - 3.5 which shows that there is an increase in assessment related to student responses who state “Agree” and “Strongly Agree” the PjBL learning model can increase their activeness and ability to learn.

4. Conclusion

Based on the results of calculations and the learning process in Projects I and 2, it can be concluded that the application of the Project Based Learning (PjBL) learning model can improve student activeness and learning outcomes. This is evidenced by the research results obtained in the 2023/2024 odd semester marketing management course which show an increase in the percentage of student activeness in the learning process and an increase in learning outcomes in

each cycle. The PjBL learning model can also increase students' sense of responsibility.

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