

Business Education Project: Integrating Learning and Business Projects

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ABSTRACT

This research provides an illustration of a project-based learning experience that combines both understanding and business projects in a Bachelor's Degree in Business Education program. Specifically, students enrolled in the Marketing Strategy class create a new product (goods or services) and develop an accompanying marketing strategy, including packaging design and marketing videos to be shared on social media. Afterward, students select one product from the show for use in their own semester sales project. In order to assess the effectiveness of this experience, tests were conducted before and after the project using descriptive analysis to analyze the data. Additionally, a questionnaire was distributed to obtain student responses during the classes. The findings demonstrate that Project Based Learning increases students' abilities to work in groups and individually, and boosts their proficiency in implementing marketing strategies.

KEYWORDS *Project-Based Learning, Business Projects, Business Education Program*



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INTRODUCTION

In the 21st century, there has been a major shift in the learning paradigm, from teaching to learning. Teachers are no longer the only source of learning, but mastery of technology is also needed so that ICT-based learning can be prepared. Answering the challenges of the 21st century, including information literacy and Information and Communication Technology (ICT), learning must be able to adapt by integrating ICT in the lecture process. Students are expected to improve their information literacy and Information Technology (ICT) so that they can develop and utilize this new reality. Workplace activities must be improved by employing people who have the necessary skills to compete in the global market. Defining globalization as the process of spreading products, technologies, information, and jobs beyond national and cultural boundaries, making the world increasingly interconnected and interdependent. Globalization is the process of interconnectivity

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and unimpeded acceptance of ideas, information and culture, which makes the worldview broader and more comprehensive. Therefore, globalization gives us a deeper understanding. (Subekti, 2018)(Harini, 2019)

Regarding the problem faced in developing countries of high unemployment rates of new graduates, ChinweokeAnyigor-Ogah, A. has investigated the transition from education to work for new graduates and the extent to which they are prepared to be employed. At the same time, it is important to integrate global employability skills into business education, so that each new graduate has the right skills to improve their chances of finding a job. By joining the Business Education Program at Surabaya State University, participants will have the opportunity to develop themselves and become professional teachers, entrepreneurs or practitioners in the business field. They will have an entrepreneurial spirit that can apply pedagogical concepts and understanding of business, marketing and management to improve the quality of Business teaching. The integration of technology and soft skills into business education will give students a competitive edge to advance their careers in the ever-changing global world of work. It can also help students master the required skills and soft skills without pressure, as stated by Azuka and Nwosu and Okeke-Ezeanyanwu, JA, & Oguejiofor, CS. Business education aims to build job awareness, prepare young people to enter the workforce, train people to be better citizens and consumers, and prepare business teachers. (ChinweokeAnyigor-Ogah, 2023)(Azuka, 2018)(Okeke-Ezeanyanwu, 2020)

Global employability skills generally consist of technological skills and soft skills. Technology skills refer to abilities related to working with tools and software needed by employees to carry out their duties. Soft skills, on the other hand, are a combination of social skills, social skills, communication skills, character or personality, and emotional intelligence (; ;). According to Budiningsih, I., Soehari, TD, & Marlison, M. (), soft skills are qualities expected by the world of work to support employees to work well with others, achieve goals, and work optimally. Soft skills include common sense, the ability to deal with others, and a positive flexible attitude (;). According to Budiningsih, I., Soehari, T.D., & Marlison, M. (), the world of work not only expects employees to have relevant skills for their jobs, but also expects them to have soft skills. Soft skills are defined as qualities desirable for certain types of work that are independent of acquired knowledge, and include common sense, the ability to deal with others, and a positive flexible attitude. With the soft skills that employees have, they can work optimally with others and achieve their goals. (Arat, 2014) (Chattoraj, 2015)(Jasak, 2020) (Budiningsih, 2020) (Rouse, 2020)(Sydorenko, 2020) (Budiningsih, 2020)

Business education graduates can become professional teachers, entrepreneurs and practitioners in the business field who have an entrepreneurial spirit. Therefore, Business Education students are equipped with Education and Business Courses, one of which is Marketing Strategy. To study this course, students must complete the prerequisite course, namely Marketing Management. The materials taught in the Marketing Strategy Course include Marketing Strategy Theory; segmentation, targeting, positioning (STP) theory; Marketing mix theory; Service Marketing Theory; Customer Relationship Management (CRM) Theory; and Online Business Concepts.

Start learning Marketing Strategy by understanding the basics of marketing. According to the marketing concept, the best way to provide, retain, and create value for customers is to do so effectively. Therefore, it is important to recognize and understand the target market, devise marketing strategies, and evaluate marketing results. Once marketing objectives have been determined, appropriate marketing strategies can be determined to achieve these objectives. Harto, et al. suggest marketing strategies that may include the use of advertising, promotion, direct selling, and others. Evaluation of the results of the marketing strategy carried out by Kamilla, et al. includes measuring the results and determining whether the marketing objectives have been achieved. If the marketing strategy implemented is not successful, then changes need to be made to achieve your goals. (Harto, 2023)(Kamilla, 2023)

According to Titu, M.A.; Lubis, N., & Lubis, A., Project Based Learning (PjBL) is a modern teaching method that focuses on connecting students' experiences with school life, as well as encouraging serious thinking when acquiring new knowledge. While there are some negative aspects of PjBL, it can also provide the advantages of a modern teaching technique. Through Experiential Learning and especially PjBL, connections with real-world problems can be achieved. Octavia, SA revealed that the Project Based Learning (PjBL) method is a conceptual learning model that is systematically organized to achieve learning objectives and increase student involvement. Planning includes syntax, social systems, reaction principles, and support systems, Learning Models are plans or guiding patterns for planning a learning process consisting of syntax, social systems, reaction principles, and support systems. According to Dewi and Muchti, Project Based Learning is an educational model that utilizes projects or activities as media providers. Students carry out exploration, assessment, interpretation, synthesis and information to produce a variety of learning outcomes. This technique uses problems as a starting point to combine and integrate new knowledge based on real experiences. (Titu, 2015) (Lubis, 2019)(Octavia, 2020)(Dewi, 2019)

Project Based Learning as a learning method must have problems that exist in society as its basis. The goal is to connect students' classroom knowledge with the reality of the world by providing solutions to various existing problems. Students are also required to play roles that are in accordance with professions that exist in the real world, such as doctors, environmental researchers, energy experts, engineers, and so on. Therefore, Project Based Learning must provide benefits to the surrounding community and the real world, as this determines the purpose of education. According to Guo, et al, project-based learning not only studies the relationship between theory and practice, but also encourages students to respond to what they have learned in learning through real projects and improve students' performance in science. It is hoped that all the advantages and disadvantages of project-based learning will not be an obstacle for students who implement it, this is entirely dependent on the role of lecturers who will help facilitate this learning. (Guo, 2020)(Chen, 2022)

Teaching materials are important in building a teaching curriculum for students. Therefore, the material needs to be organized in the form of a syllabus for easy organization. In order for students to understand the material better, lecturers

who will deliver learning materials must understand how to deliver the material appropriately. To ensure that the material that has been delivered can be understood by students, lecturers and teams must compile the RPS (Semester Learning Plan). As professional educators, lecturers need to prepare methods, media and learning materials that are tailored to teaching and learning objectives. During the process, they must be able to direct and guide students to interact well with lecturers, other students and peers.

The use of innovative and interesting teaching materials will help teachers provide better education. Developing teaching materials is one way to improve the quality of learning. Achieving success in the learning process is determined by the ability to help students develop optimally, both in terms of knowledge, skills and attitudes needed to be successful in the world of work. For this reason, the development of effective and interesting teaching materials is very important, so that it can improve learning ability, facilitate learning, and improve students' skills.

In the project-based learning process, students work in groups to find solutions to problems that are authentic, relevant and require an interdisciplinary approach. They collect data from various sources, deduce, analyze and build knowledge which is implemented in the video they create, making their learning very useful as it is linked to the realities of the world and developing important skills such as collaboration and reflection. At the end of the lesson, students must demonstrate the knowledge gained and they will be ranked based on how well they communicated the learning outcomes gained. With this video content-based Project Based Learning, it is expected that students can think creatively, actively and innovate in their respective social media.

RESEARCH METHOD

Descriptive research with a Phenomenological approach was conducted at the Department of Business Education in learning marketing strategies conducted on the intake of 2021 batch students. The research subjects consisted of 8 groups of students, each group of 5 people. Data collection techniques through observation, interviews, and documentation. The project learning activity instrument is taken from The George Lucas Educational Foundation (Lucas, 2005) which consists of:

1. Start With the Essential Question
2. Design a project plan
3. Create a Schedule
4. Project Progress (tracking progress)
5. Assessing Results (assessing results)
6. Experience Evaluation (evaluating success)

The observations of the six PjBL steps were measured using a scale ranging from 1 to 4, where 1 represents a very poor score and 4 represents an excellent score. Students' reactions and attitudes towards the integration of learning materials and exercises based on their experiences, as well as the assessment of their effectiveness, were evaluated through a survey with sixteen Likert scale items (from 1 - strongly disagree to 5 - strongly agree). Items were created to measure (1) the

effectiveness of the exercise as a learning tool, (2) the comparison between the exercise and more traditional teaching methods, and (3) the overall attitude towards the project. Items 3, 8, and 12 were written as negative statements, and therefore reverse coding was required when analyzing the data. The interactive analysis model used consisted of four components, namely: data collection, data reduction or simplification, data presentation, and conclusion drawing or verification. Descriptive analysis was used to determine students' responses to the evaluation.

RESULT AND DISCUSSION

Following the guidelines of The George Lucas Educational Foundation (2005), ending with assessing the problem formulation by students, the learning process begins with the use of trigger questions. The purpose of using trigger questions is to provide a link between the teaching material and the real world before the learning project begins. In projects that have been implemented, trigger questions can be assessed through the quality of the problem formulation. After preparing the trigger questions, the second activity is designing the project, assessed by looking at the students' ability to analyze all the requirements needed to complete the project, and what preparations are needed. Therefore, Assessment helps students evaluate the results obtained through PjBL (step-based learning) in Marketing Strategy, by equipping them with the skills and competencies needed to understand basic marketing concepts and apply them in effective marketing strategies.

The assessment helps students understand basic marketing concepts and implement effective marketing strategies by providing them with the skills and competencies needed to evaluate the results obtained in PjBL (project-based learning) in Marketing Strategy. The basic concept of marketing is how to effectively create, deliver and sustain customer value. This includes identifying and understanding target markets, developing marketing strategies, and evaluating marketing results. Thus, assessment allows students to evaluate the results obtained through PjBL in Marketing Strategy.

Table 1. Observation of Student Project-Based Assessment

No	PjBL Steps	Group							
		1	2	3	4	5	6	7	8
1	Start With Important Questions	4	4	3	3	4	3	3	3
2	Design a Plan for the Project	4	4	4	4	3	4	3	4
3	Create a Schedule	3	3	3	3	3	3	3	2
4	Project progress	3	3	2	2	2	3	2	2
5	Result Value	3	2	2	2	2	2	2	2
6	Experience Evaluation	3	3	3	2	2	3	3	2
Total score		20	19	17	16	16	18	16	15

(source: Data processed by researchers, 2023)

Based on the results presented in Table 1, a score of 20 (out of 24 maximum scores) was obtained for Group 1 and a score of 15 (the lowest score of all groups)

for Group 8. Observations showed that students had difficulties when implementing the project according to their proposed design, as their proposed project did not match the facts that occurred in the field, such as a mismatch between expectations and facts. In addition, students also faced difficulties in analyzing the obstacles they experienced when implementing their projects.

Table 2. Student response to learning

No	Statement	Means	SD
1	As a learning experience, this project is more productive than listening to lectures.	4.40	0.93
2	Compared to group projects in other business-related courses, this project is more productive.	3.93	0.88
3	Compared to group projects in other business-related courses, this project was less fun. (r)	3.48	0.98
4	The presentation of the project results and the evaluation of my work were positive aspects of the project.	3.13	1.04
5	As a result of completing this project, I have a greater appreciation of what it takes to work in a group.	3.98	0.97
6	My understanding of marketing strategies was enhanced by this project	3.72	0.88
7	Being involved in the various stages of this project stimulated my interest in attending lectures	4.55	0.93
8	This project should not be assigned to future classes. (r)	4.75	0.93
9	This project is one of the best parts of the course.	3.93	1.06
10	Compared to writing a paper, this project is more interesting.	3.93	0.98
11	After completing this project, I felt confident that I could complete this type of project for a company.	4.19	0.97
12	The learning experience provided by this project is not worth the effort. (r)	4.40	0.94
12	My understanding of the concept of competitive advantage was enhanced by completing this project.	3.13	1.06
14	This project gave me a stronger motivation to learn to work than listening to lectures.	4.19	1.14
15	I put a lot of effort into this project.	4.19	0.97

N = 50 students

Alpha = 0.05

(source: Processed by Researchers, 2023)

Based on the table, the highest score obtained was for the statement "The project should not be assigned to a future class". In fact, this measurement used reverse measurement, meaning that students responded that the project could be used as an assignment in the future. The second highest score was obtained for the statement "Being involved in the various stages of this project stimulated my interest in attending lectures", meaning that students involved in this project felt

more enthusiastic about attending lectures in the future. Before implementing project learning, to measure students' understanding, a pre-test was conducted. Then, at the end of the learning process, to determine the understanding of marketing strategy material, a post-test was also conducted.

Table 3. Pre and Post Test Results

Test type	N	Means	Score	
			Max	Min
Pre-test	50	63.04	82	44
Post-test	50	82.40	96	68

(source: Processed by Researcher, 2023)

From the table, it can be seen that the maximum score obtained by students in the pre-test is 82 and the minimum score is 44. Furthermore, in the post-test, the highest score obtained was 96 and the minimum score was 68. The analysis method used to evaluate the effectiveness of project-based learning is t-test. The learning results were then analyzed by comparing the level of increase in student scores before and after learning.

Table 4. Analysis of pre and post test results

Test	type	Results	Analysis
Normality	Kolmogorof-Smirnov	Pre = 0.788	Normal Data
		Pos = 0.620	
Homogeneity	t-test	Sign = 0.001	Data homogeneity
		Levene's test	titung = 6.889
		Paired sample t-test	p = 0,000
			There is a difference

N = 50

Alpha = 0.05

(Source: Processed by Researchers, 2023)

The t-test results show that the t-count value is higher than the t-table (6.889 > 1.677). Based on this, it can be said that the data obtained by researchers is homogeneous and normal. From these results it can be concluded that the application of project-based learning models affects student learning outcomes.

CONCLUSION

With the Project Based Learning (PBL) approach, students are invited to take part in comprehensive cooperative and ongoing inquiry activities. From this, students will learn not only through the connection between the theoretical and the practical, but will also be required to reflect on what they have learned in completing real projects. Although PBL has some advantages, we also need to consider some disadvantages. First, PBL will require more time and effort than

other learning approaches, as it involves a more in-depth research and analysis process. Secondly, students must have high motivation and commitment to complete the project. Thirdly, PBL can create an additional burden for lecturers, as they have to act as a companion for students and support the learning process.

Here is the conclusion; the Laboratory Based Learning (PBL) approach is useful for improving students' scientific performance but poses some weaknesses and challenges. Therefore, in order to avoid these problems, lecturers should provide clear guidance and create a conducive learning environment. In addition, lecturers also need to use a project management approach to support students in completing their projects. However, the limitation of this research only relates to how to implement project-based learning, and does not take into account the effectiveness of the project itself regarding marketing techniques, making future research more focused on the stages or procedures of the project and measuring its effectiveness.

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