

The Effect of Problem-Based Learning Model, Learning Audio Visual Media and Internship on Student's Soft Skill

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Abstract

This study investigated the effect of problem-based learning, instructional audio-visual media and internships to students' soft skill enrolled in Vocational High School Jawa Timur. This research uses descriptive quantitative design and samples of 284 students. This research is taken by using simple random sampling technique. The data analysis is multiple linear regression to test the influence of variables. The study findings show that soft skills are affected by problem-based learning, instructional audio-visual media, and internships.

Keywords: Model Of Problem-Based Learning, Instructional Audio-Visual Media, Internships

Introduction

According to Bhattacharyya (2010) is now almost all the companies required the graduates of vocational (prospective employees) who have many skills (soft skills) such as communication skills, adaptability, writing skills, listening skills, interpersonal skills and interpersonal, presentation skills, ability to solve Problems, and creative thinking skills. Soft skills can be formed and created through an academic environment in schools, activities or the learning process in the classroom or in school. The learning process can take place well if

a teacher does the learning process by using or applying the model and instructional media when delivering the lessons.

With the implementation of the learning model, it can indirectly form of soft skills among students for learning model designed to make the learners be more active during the learning process, one of them by applying the model of problem-based learning (Problem Based Learning), according to Zabit (2010). One of the goals of PBL is to improve students' active learning because students can learn and try to solve the problems. This capability is important to be cultivated in problem-based learning so that creative thinking and creative problem solving can arise. While applying learning media, it can also create the soft skills of the learners, because when they use the media, they will think analytically about the relationship between the media that they use with the material being taught and besides, learning media can also build creativity and initiative to students so it can cultivate the liveliness during the learning process. The creativity of students in entrepreneurial learning in the form of students' work which can be sold through an existing business center in the school environment.

In addition to models and media learning, soft skills can also be established through activities outside the classroom is an apprentice. Internships play an important role in preparing students for entering the real-life world especially in upcoming work environments and activities necessary for students relating to the development of skills and knowledge which not acquired while in the class. The need to undertake internships is to provide them with opportunities to improve their academic knowledge and improve their soft skills and acquire the needed extra skills at work when they have graduated from school, according to Sahrir (2016).

Based on the above, the purpose of the issue is to analyze how the effects of problem-based learning, audio-visual learning media, and internships to soft skills and how the simultaneous effect of problem-based learning, audio-visual learning media, and internships to soft skills.

Literature Review

Problem-Based Learning Model

Problem-based learning model is an innovation in learning because it makes and requires students to become learners who are able to optimize their thinking ability independently or team work where students can choose appropriate learning strategy, skilled, and able to control the learning process so that students are able to grow and develop high-level thinking in problem-oriented situations (Surindra, 2013; Sani, 2016: 48; Nur, 2011: 2; James, 2015; Zabit, 2010; Priya, 2015; Hamidah, 2015; Yulita, 2013). Learning media is a tool that is created in a planned way by educators to help and it is used to clarify and convey the meaning of instructional messages so that there is a process of communication between learners, teachers, and teaching materials in order to achieve and create a better learning objectives and perfect because the communication will not run without the support of messengers or media (Setiawan, 2016; Kustandi, 2016: 7; Munadi, 2013: 5; Kurniawan, 2016; Gomathi, 2016). Internship is one of the activities undertaken by learners to draw and improve knowledge and skills for students who enter into the field in according to the field of science they have, because the internship will provide enormous benefits for learners, such as having professional skills and quality (Suharyanti, 2014; Surokim, 2016; Sahrir, 2016; Chiu, 2016; Septiana, 2016; Washor, 2015; Bhattacharyya, 2010; Maelah, 2012). Soft skills is an ability, talent, and skill that owned by someone to manage themselves and relate to others

but the ability, the talent and the skill was not shaped or seen, this is called the ability of non-technical (James, 2015; Alexander, 2015; Matteson, 2013; Arat, 2014; Priya, 2015; Vijaylakshmi, 2016; Rokhimawan, 2012).

The Effect of Problem Based Learning Model On Soft Skills

Based on the results of the meta-analysis study conducted by Zabit (2010) was concluded that problem basis learning model (PBL) can improve critical thinking skills in students and it is including to the shape of soft skill that owned by the students. Students will also be used to learn independently by using reason and mind so it can hone the soft skills they have. It is also supported by the results of a study by Priya (2015) which says that the effective training of soft skills is being guidance for students to improve their job skills and they can improve their personal qualities, habits, and attitudes to interact with others. Institutions need to develop a model of PBL to integrate soft skills in students. This model will contribute to the growth of high-level thinking (soft skills) to students (Hamidah, 2015).

The Effect of Instructional Media Audio Visual On Soft Skills

Kustandi (2016, p.7), learning media is a tool that can help the learning process and it serves to clarify the meaning of the message conveyed so it can achieve the goal of learning with better and more perfect. Research conducted by Setiawan (2016) suggests that any media used during learning is expected to foster enthusiasm and creativity in the students. Enthusiasm and creativity are attributes of soft skills which can help students to improve their skills (Iskandar, 2015). Setiawan (2016) suggested that the media powerpoint and wordshare to make students more attractive and interactive in learning so that students' soft skill will be fulfilled. Kurniawan's opinion (2016) results indicate that there is an increase in speaking skills to students through audio-visual media. These results are reinforced by Gomathi (2016) which says that by using various forms of audio-visual media such as movies, watch television, see the news and listen to the speech can improve the skills (soft skills) speaking and writing skills in students.

Internships Influence Of Soft Skills

Research conducted by Septiana (2016) suggested that the internship is an opportunity to gain and improve the knowledge and skills (soft skills) for students. It is also supported by Washor (2015) in which the realization of the internship program, students can train their soft skills such as how to communicate, in cooperation with a team or group, initiative, and critical thinking analytically through the internship program. The results are consistent with the opinion of Chiu (2016) with the result that the industry training program gives effect to the development and formation of soft skills in students. Similarly, the opinion of Bhattacharyya (2010) which explains that with the realization of the internship program it is proved that students are able to start experiencing the improvement in communicating effectively (communication skills). According to Maelah (2012), the results showed that students develop a range of soft skills including time management, oral communication and working in groups through industry training program (internship).

Conceptual Framework

Based on the introduction, this study hypothetically tested the effect of variables as conceptualized in Figure 1.

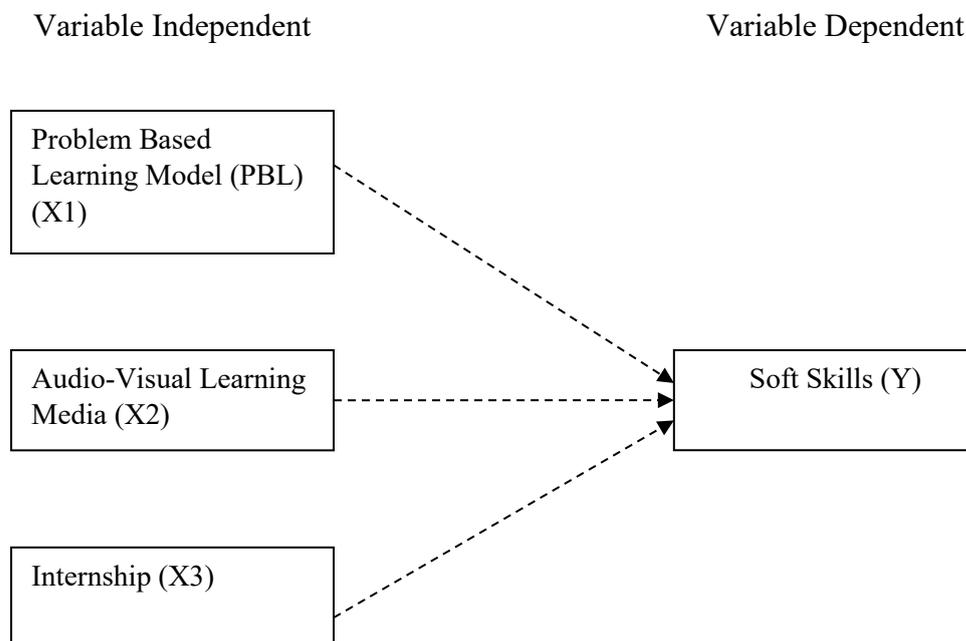


Figure 1. Conceptual Framework

Hypothesis

There are three hypotheses studied in this research. Problem-based learning model significantly affects students' soft skills in Sidoarjo. (H1), audio-visual learning media significantly influence the students' soft skills in Sidoarjo. (H2), and internships significantly affect students' soft skills in Sidoarjo. (H3).

Results

The research instrument to measure the variables is questionnaires with the Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) as the respondent's response. Mean values between 1.00 and 1.79 shows very low, mean values between 1.80 and 2.59 indicates low, mean values between 2.60 and 3.39 indicate moderates, mean values between 3.40 and 4.19 indicates high, The mean value between 4.20 and 5.00 indicates very high.

Table 1.

Respondents answer results

| No. | Indicator | Mean |
|------------------------------------------|---------------------------------|-------------|
| Problem-Based Learning Model | | |
| 1. | Learning objectives | 4.18 |
| 2. | Divide the Students into Groups | 4.25 |
| 3. | Directing and Guiding Students | 4.13 |
| 4. | Giving Honors | 4.07 |
| 5. | Evaluating Learning | 4.24 |
| Mean Problem-Based Learning Model | | 4.17 |
| No. | Indicator | Mean |

| Audio Visual Learning Media | | |
|-----------------------------------------|-----------------------------------------------------|-------------|
| 1. | Overcoming Limitations of Distance and Time | 4.07 |
| 2. | The Message Delivered is Quick and Easy to Remember | 4.15 |
| 3. | Developing Student Thoughts and Opinions | 3.90 |
| 4. | Gives a Realistic Picture | 4.04 |
| 5. | Very Good Used to Describe a Process or Skill | 4.19 |
| Mean Audio Visual Media Learning | | 4.07 |
| No. | Indicator Internships | Mean |
| 1. | Interest | 4.12 |
| 2. | Ability to Communicate | 3.98 |
| 3. | Strength of Observation | 4.07 |
| 4. | Compactness | 4.24 |
| Mean Internship | | 4.10 |

Source: Processed Data (2017)

The most dominant indicator on the problem-based model of learning model is the indicator of "divide the students into groups", with the average value of respondents answer of 4.25. This indicates that students prefer or often interact and exchange opinions with their friends when in groups so that their soft skill can be trained by themselves because the high intensity to interact with others. In addition, exchanging opinions with others can also train students' level of thinking. The most dominant indicator on the variable of audio visual learning media is "very good indicator used to explain a process or skill" with average value of respondent answer 4,19, it shows that student can improve creativity after watching video because with the media Audio visual learning can help students to be more clear and easy in creating something or an interesting work to their liking because the video can play and produce a clear picture and sound so that everyone who is watching the video will be easier to learn it. The most dominant indicator on The internship variable is an indicator of "cohesiveness", it indicates that students feel able to cooperate with others in doing and completing any work while at the internship. Every human being or student will certainly feel the work load is lighter if the work is done with mutual assistance or together so that every heavy work will be easy to complete. That way, the internship can train students to cooperate and compact with others in doing and completing any work.

Test the Regression Model

The hypothesis tested with multiple linear regression analysis.

Table 2.

Regression Model Test Results

| Model | B | T | Sig. T | r² |
|------------------------------------------------|----------|----------|---------------|----------------------|
| Constants | 1,164 | - | - | - |
| Problem Based Learning model (X ₁) | 0.200 | 3,301 | 0.001 | 0.155 |
| Learning Media Audio Visual (X ₂) | 0.268 | 5,063 | 0,000 | 0.134 |

| | | | | |
|-------------------------------|--------|-------|-------|-------|
| Internships (X ₃) | 0.281 | 6,793 | 0,000 | 0.346 |
| R | = | | | |
| Adj R Square | 0.619 | | | |
| F | = | | | |
| Sig. F | 0.437 | | | |
| | = | | | |
| | 58.077 | | | |
| | = | | | |
| | 0,000 | | | |

Based on the table above, the regression equation obtained is:

$$Y = 1,164 + 0,200 X_1 + 0,268 X_2 + 0,381 X_3 + e_i$$

The results of hypothesis testing based on empirical findings influence among variables are presented in Table 3.

Table 3.
Hypothesis Testing

| No. | Hypothesis | Results |
|-----|----------------------------------------------------------------------------------------------------------|----------|
| 1. | Problem-based learning model significantly effect on students' soft skills in Sidoarjo (H ₁) | Accepted |
| 2. | Audio-visual learning media significantly effect on students' soft skills in Sidoarjo (H ₂) | Accepted |
| 3. | Internships significantly affect on students' soft skills in Sidoarjo (H ₃) | Accepted |

Based on the analysis of the first hypothesis, problem-based learning model significantly affects on students' soft skills in Sidoarjo is proven. The results of the data analysis found that the second hypothesis, audio-visual learning media significantly affects on students' soft skills in Sidoarjo is proven. The results of data analysis performed by the researchers found that a third hypothesis, internships significantly affect on students' soft skills in Sidoarjo is proven.

Recommandations

Based on the findings that prove that the problem-based learning affects the soft skills of students with a "divide students into groups" as an indicator of the most dominant in support of problem-based learning model, then to improve creativity, skills and ways of thinking into learning, then an educator (teacher) needs to use and apply the model of problem-based learning so that students are cultivated to think critically to solve problems given by educators (teachers) by dividing the students into groups, it can train soft skills of students as they get used to interact and exchange opinions with other people.

In relation to the function of audio-visual learning media, audio visual learning media is a very important tool for students when they're following the learning in the classroom because with the audio visual learning media, students can more easily understand and remember the lessons that have been submitted by educators (teachers) So it would be nice if all educators (teachers) in the world are required to apply audio visual learning media in the form of videos that stimulating and interesting.

Based on the findings, it is proved that the internship effect on students' soft skills. Cooperation support gives the big effect to the implementation of internships because with

the cohesiveness in work, every student can do and finish the job easily and the results will also better (satisfying).

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