Problem Based Learning (PBL) Learning Model to Improve Student Activity and Learning Outcomes in Marketing Management Courses

Dahmiri, Idham Khalik, Husni Hasbullah
Management Study Program, Faculty of Economics and Business, University of Jambi

Article Info

ABSTRACT

This study aims to evaluate the application of the Problem Based Learning (PBL) learning model and analyze its impact on increasing student activity and learning outcomes in the Marketing Management course at the Management Study Program, Faculty of Economics, University of Jambi. This research was carried out in two cycles. Student learning outcome data is collected through an evaluation test that includes Marketing Management material. The design of this study uses the classroom action research method, which involves four main steps: planning, action, observation, and reflection. The main data collection technique is observation, with instruments in the form of pretest and posttest questions. Student learning outcome data was analyzed using descriptive analysis and percentage techniques. The improvement of learning outcomes was assessed by comparing the average test scores from the first and second cycles. The results of the study show that students in the Marketing Management course have a very variable level of activity, difficulties in expressing opinions, and lack of effective use of media and learning methods. The application of the Problem Based Learning (PBL) model has proven to be an effective solution to overcome the problem of student activity and the limited use of learning methods and media. After the implementation of the PBL model, there was a significant increase in student activity compared to conventional learning methods that did not use PBL.

INTRODUCTION

The process of teaching bellajar is practiced well in the maulpuln in the wild of the course, the process of the bellajar belrpelrn is very tight in addition to the results of the self-taught bellajar. Educational activities in principle have a core, namely the teaching activities, the way students follow the teaching activities and the results will be seen from the results of the teaching activities that students are taught. Many people have been cited as a variety of cases that illustrate where the results of student teaching are many students who are struggling and many student grades under the KKM (Minimum Curriculum Criteria) which are all achieved in the teaching process.

The ability of a student to think critically will be able to learn the process of teaching well in the process of teaching well in the process of learning and the process of learning and the active way of learning students. The problem is that the more the students are involved in the back-and-forth that the students are doing, then the more they will be able to answer the questions from the students (Darmawan, 2010).

The more students are trained to think critically during the process of teaching in class, the more students will be trained in the process of learning in class, the more students will be trained in overcoming the problems in the Maulpuln in the Class (Tamarli, 2017). Olelh karelna itul, is a tulgas for doseln ulntulk to be able to improve the ability to think critically in the process of teaching. The ability of critical thinking for each student is not taught in the same way as the eyes of the students, but in the eyes of the students who are taught, the ability to think critically is expected to get a consistent attention and get the ultimate one. The ability to think critically about students can improve and improve the understanding of students.

The understanding, learning and learning of students in overcoming problems in the daily life of students is explored in students, remembering that critical thinking is very important for students in the teaching process (Sulistiani & Masrukan, 2016). Each of the students taught by the students of the Marketing Management is not only taught how to explain *the facts* and *the counseling* that has been completed, but the students are taught to be able to convey the facts and counseling through the development of critical thinking and overcome various problems. Because of that, through the teaching of students, they are actively involved in solving the problem of discourse and solving the problem of modernity related to business.

Recently, the teaching of Marketing Management has focused a lot on the cognitive aspects alone in the material itself. This has an impact on the teaching process and becomes boring. The problems conveyed in the process of teaching the students of the school of learning (*book orielnteld*), it is very difficult to see the various problems that are real and real in the course of the day-to-day service, as a result of which the student rarely or seldikit has the ability to develop his or her reasoning power and the ability to practice his knowledge in the classroom.

The initial observation carried out by students who followed the Marketing Management program at the Jambi University of University Management Study Program was stated that the results of student teaching were still maximum (reaching KKM). This is caused by factors including factors from within the students, namely the fact that students are still active and able to think critically. The indicator of the active kulrang here is seen that in the pelmbellajaran process, there are still many students who are lazy to ask questions, answer, maulpuln respond to questions from doseln. Keltika dsoeln asks only a few questions when students who are maul answer questions, while students are still silent and very active, students' answers are still very shallow and teloritis and teloritis are not always answers to the analysis, but on the other hand, if you are asked to answer the questions, you can only ask questions only a few times when students who are drunk and able to answer questions, if you are not able to answer questions, if you are not sure what to ask Celndelrulng is very seldelrhana and critical kulrang. So from here it is clear

that the students are still lazy in ignoring the ability to think about the process of teaching the students who are passive and the students are only active. The impact of telntul is the result of the bell teaching produced will relndah.

From the description of the problems that have been discussed, it is seen as a struggle and very difficult to improve the quality of the teaching process in various ways and to learn from a good school. One of the ways is to develop a new curriculum that is better than the one that is different, for example, through the curriculum that is contemporary, make students like pulsat of the university, and encourage students to develop the curriculum that has been taught through the mindset and rationality of the individual. One of the teaching programs that are not in the student body and can be practiced in ulpaya to improve the ability of students to think critically is to apply the Sulatul Modell Teaching to the Problem Base or to be curled by the term *Problelm Baseld Lelarning* (PBL).

Modell Pelmbellajaran belrbasis problem or modell pelmbellajaran *Problelm Baseld Lelarning* (PBL) is a pattern of teaching that is driven on students through the problem of real problems that exist around the student's leadership at the beginning of the lesson. PBL is a mode of teaching where the activity is in belntulk to encourage students to study the way of teaching and collaborate in the ulntulk group to look for problems in the service (Suharia & Widiyaningrum, 2013).

The teaching mode of *Problelm Baseld Lelarning* (PBL) is applied by the counsel that students will be able to overcome their critical thinking if they are involved in an active way to overcome various problems related to the eyes of Marketing Management. The students of Ulntulk Belkelrjasama are only facilitators and they are only the facilitators and the students of Ulntulk Belkelrjasama are also involved in the analysis and dissolution of various problems.

LITERATURE REVIEW
Problem Based Learning (PBL)

Problelm *Baseld Lelarning* (PBL) is a mode of learning where the activity is a form of learning where the activity is a solution to the problems of the aultelntic belrulpa of the lelaring that gives rise to the real problems of the real problem (Trianto, 2010). The PBL teaching mode is the bell teaching mode, where the activities are to teach various problems that are aultelntic and the meaning of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students who are involved in the activities of the students (Entwistle & Ramsden, 2015). PBL

melmbantul students in ulpaya develop the tendency to think critically and to solve problems. Problelm *Baseld Lelarning* (PBL) is a very rational solution (Riyanto, 2017).

There are three characteristics of problem solving, namely problem solving through cognitive activity, but it is highly practiced by the perpetrator. The results of solving problems can be seen from the actions in the ulpaya looking for problems. The solution of the problem is the beginning of the process of manipulating the knowledge that the cell has (Made, 2016).

Problelm Baseld Lelarning (PBL) is a mode of teaching where students are directed to have the ability to understand, learn to understand and learn good learning in solving the problems they face. The practice of solving problems is to solve various problems, to ask questions related to problems, to facilitate the practice and to carry out dialogue in an intential way (Dwijananti & Yulianti, 2010). The teaching of the basis of the problem will not be able to be carried out well if the doseln does not change the clear environment that will catalyze the end of the problem In essence, students are faced with a situation of authentic and meaningful problems that can challenge students in solving them. PBL is a simulation of problems that can be rolled out as a way to activate the curiosity of the students of the students of the Mulalai Semester of the Object, until the students of the Semester are able to think critically about the Semester of Achievement and the Curriculum of the Semester of Learning. PBL is a discipline where students are taught by the students to be taught by the Independent Maulpuln Group in overcoming the problems raised by the students. Doseln belrpelran presents the problem of learning by asking questions that lead students to be able to overcome the problem in teaching activities. Students can improve their processes and teaching results by realizing what they read, write and the problems that they read in the classroom (Kramarski & Michalsky, 2015).

Problem Based Learning *(PBL)* Learning Procedure

The mode of teaching *Problelm Baseld Lelarning* (PBL) is based on the following problems, among others:

a. Asking Questions or Problems: Problem-based learning involves students in addressing real social problems by asking questions, finding solutions, and evaluating alternatives.

b. Focus on Interdisciplinary Relevance: Problem-based learning solves real problems by integrating different disciplines, allowing students to study problems from multiple perspectives.

c. Authentic Inquiry: Students conduct authentic inquiry to find real solutions, including problem analysis, hypothesis development, information gathering and analysis, and experiments if needed.

d. Producing Products and Publications: Problem-based learning encourages students to produce products such as real work or presentations as solutions to the problems being researched.

e. Collaboration: Students work together in small groups, improving motivation and social skills through collaboration in completing complex tasks.

Tabel 1. Langkah-Langkah Model Pembelajaran *Problem Based Learning* (PBL)

Tahap	Tingkah Laku Dosen
Tahap-1 Orientasi mahasiswa pada masalah	Dosen menjelaskan tujuan pembelajaran, menjelaskan logistik yang diperlukan, mengajukan fenomena atau cerita untuk memunculkan masalah, memotivasi mahasiswa untuk terlibat aktif dalam pemecahan masalah yang dipilihnya
Tahap-2 Mengorganisasi mahasiswa untuk belajar	Dosen membantu mahasiswa mendefinisikan dan mengorganisasikan tugas belajar yang berhubungan dengan masalah tersebut.
Tahap-3 Membimbing penyelidikan individual maupun kelompok	Dosen mendorong mahasiswa untuk mengumpulkan informasi yang sesuai, melaksanakan eksperimen, untuk mendapat penjelasan pemecahan masalah
Tahap-4 Mengembangkan dan menyajikan hasil karya	Dosen membantu mahasiswa dalam merencanakan dan menyiapkan karya yang sesuai seperti laporan, video, model serta membantu mereka untuk berbagai tugas dengan temannya
Tahap-5 Menganalisis dan mengevaluasi proses pemecahan masalah	Dosen membantu mahasiswa melakukan refleksi atau evaluasi terhadap penyelidikan mereka dalam proses-proses yang mereka gunakan.

METHODS

Research Design

This pelnellitian will overwhelm the classroom *reelselarch*. The practice of teaching is the practice of teaching and improving the quality of education and teaching in the process of teaching through the training of critical and systematic self-reflection in the communication of the teaching process. Pelnellitian telntang Modell pelmbellajaran *Problelm Baseld Lelarning* (PBL) is telrmasulk pelnellitian actingclass (PTK). Ulntulk evaluates the existence or absence of positive impacts on actions, the criteria for results are determined, which are determined by the actions performed. From this rellability activity, it is possible to keep up with the things that have been achieved and become materials in the planning of the cycle of the belrikult activity.

In this stage of pelnellitian, it is carried out in the form of a cycle of selbellah seltellah is carried out relflelksi that is based on the analysis and assessment of the action process, then it will be mulncull pelran problem or new thinking until pelrlul is practiced by ullang relation, ullang observation, ullang action is also practiced by ullang relflelltion. This training will be carried out in Bullan August until the end of Bullan December 2024, followed by the Stuldi Manajelmeln Program of the Faculty of Economics and Business of Ulnivelrsitas Jambi selmelstelr odd tofuacademicmik 2024/2025. The result in this sloppy action is the student who is in the eye of the Marketing Management team. Ulntulk achieves the true pelnellitian, in this delinquency, pelnelliti adopts the self-evident design of planning, acting, obselrving, and relflelcting (relflelksi) of the telrimage in this 1 belrikult chart [13].

Data Collection and Analysis Techniques

The data collection technique in this application overcomes the observance technique. The instrulmeln that is rolled is a matter of preltels and posttels. The analysis of data on the results of student teaching in the Marketing Management curriculum will be

analyzed in addition to the descriptive analysis of the pelrselntasel technique. The results of student teaching are managed from the tels of each cycle. Data on the improvement of student teaching results was obtained by eliminating analysis, that is, comparing the average value of tels cycle 1 and tels cycle II.

In the kel-1 cycle, the ulntulk belrtuljulan is aware of the level of understanding of the counselor in the Marketing Management lesson, which is rolled up as a material for the revelry ulntulk to take action in the kel-2 cycle. The 2nd cycle is carried out by the Ministry of Education, the Ministry of Marketing, the Ministry of Education

In the end, the connection is taken on the basis of the change between the tels and non-tels results between the 1 and 1 cycles of the belrikult. From the change in the results of the tels, if there is a significant positive increase in the results of the test, it will increase the results of the test. However, if it is the opposite, then the relational refinement and the improvement of the implementation of the modell of the application are applied between the sellanjult cycles. In addition to the non-tels results from the interview, the results of the interviews are revealed as they are, as they are compared between the 1st cycle and the belrikult cycle.

The indicators of yield in Pelnellitian are:

1. Improving the results of student teaching in the Marketing Management study material.
2. Pelrselntasel keltulntasan classical bellajar students who have achieved the minimum Criterion (KKM) that has been established, namely > 70 selbelsar 85%.

FINDINGS AND DISCUSSION
Pre-Action Activities

This activity was carried out before the researcher conducted research to find out the problems in the Marketing Management course in the Management Study Program, FEB, Jambi University, Odd Semester, Academic Year 2024/2025. This activity was carried out before the research activity, namely in the early stages of the research. The researcher conducted field observations to find out the conditions that occurred in the classroom during the learning process.

From the results of the initial observation, it was found that the delivery of material in the learning process was still centered on the lecturer, resulting in monotonous learning. This is because the lecturer predominantly uses the lecture method. This lecture method is indeed good, but with the lecture method, communication between lecturers and students only occurs in one direction, so that student involvement in learning cannot be created optimally and learning activity is still low. Low student activity will have an impact on low learning outcomes.

Learning Preparation Stage

At this stage, the researcher prepares an action plan that will be carried out so that the implementation of the research can run as expected. This activity is carried out by formulating an action plan consisting of the following steps:

1. Compiling learning materials: The materials to be delivered during the research are marketing concepts, strategies, and marketing plans in accordance with the existing Semester Learning Plan (RPS).

2. Collecting student learning outcome data: The aim is to determine students' understanding and mastery of the Marketing Management course. The researcher summarizes the achievement scores for learning outcomes on the basic competencies that have been taught. Student learning outcomes before the action can be seen in the following table.

Table 3. Student Learning Outcomes Achievement Pre-Action

No	Aspect	Total
1	Mean	69,5
2	Highest grade	77
3	Lowest grade	62
4	Number of students who passed	10
5	Number of students who did not pass	25
6	**Pre-Action passing grade**	28,6

Based on the table above, it can be seen that students who take the Marketing Management course of the Management Study Program Class R-002 class 3 who are able to achieve the KKM are 10 students and those who have not been able to achieve the KKM are 285 students with a KKM limit of 75. The pass rate for the class is 28.6% of the total number of students and the average grade for the class is 69.5. This indicates that there are problems with student learning outcomes.

Making a list of student groups, dividing the list of groups is used to facilitate the implementation and time efficiency during the research. The researcher used the pre-action student learning outcomes to reflect the division of groups into one class. The group division process was followed by a heltelrogeln method. The data of the final scores were then summarized from the highest to the lowest scores. There were 5 groups, each consisting of 7 students.

The creation of handouts and learning outcome test questions, rounding of handouts was carried out by the researcher which was adjusted to the material to be studied, namely Marketing Concept, Strategy and Marketing Plan. While to examine the level of student understanding of the material being studied, the researcher used learning outcome test questions in each cycle. The learning outcome test questions are based on the literature available on the handout. Rounding of the learning outcome test questions begins with rounding the question grid, rounding the questions and answer keys. The type of learning outcome test questions used are multiple-choice questions with a total of 25 questions in each cycle.

Learning Outcomes on Cycle I

a. Planning

At this stage, the researcher will prepare various things that are related to the use of the problem-based learning model which can later increase the activity and learning outcomes. The preparations carried out are:

1) Developing learning devices consisting of a lesson plan using the problem-based learning model, preparing learning media including PowerPoint and materials to be studied, namely Marketing Concept, Strategy and Marketing Plan.
2) The researcher provides information related to learning using the problem-based learning model to students.
3) Summarize the problem questions according to the material studied by applying the problem-based learning model.
4) Prepare observation sheets, observation sheets for the implementation of learning and observation sheets for student activity.
5) Prepare camera tools used to document learning activities.
6) Prepare learning outcome test questions used to study student understanding.

b. Implementation

The implementation of cycle I actions was carried out on Monday, September 2, 2024 with 35 students present. The implementation of the actions was carried out according to the plan that had been prepared. The learning steps carried out by the lecturer are as follows:

1) Introduction
The lecturer opens the introduction by greeting and checking the attendance of students. The lecturer then provides a brief explanation of the learning process using the problem-based learning model. In cycle I, the lecturer also provides various observations during the learning process. Next, provide an overview of the material to be studied and relate it to problems that are often encountered in everyday life. The lecturer provides motivation so that students are actively involved during the lectures that will take place. The lecturer divides students into 5 groups. The lecturer instructs students to return to their respective places according to their groups and then delivers a lesson plan related to the material to be studied.

2) Core
The lecturer distributes handouts to each group as learning resources. The lecturer explains the material about Marketing Concept, Strategy and Marketing Plan. The lecturer gives questions related to the material, some students are enthusiastic in answering but their answers are still not correct. However, there were still some students who were still hesitant and embarrassed to raise their hands and finally the lecturer invited one of the students to answer the question. The lecturer invited the students to ask questions related to the material being studied.

3) Closing
The lecturer invites students to conclude the case that has been discussed. The lecturer invites students to ask questions if there is material that is not yet understood. After the learning process is completed, an evaluation is carried out to find out the achievement of student learning outcomes. The lecturer distributes 25 multiple-choice learning outcome questions to be worked on by students

independently. After completing the learning outcome questions, the answer sheets are collected, then the lecturer concludes the lecture.

c. Observation

Observation is carried out simultaneously with the implementation of the action. Observation is carried out to determine the level of success of the implementation of the problem-based learning model, as well as the increase in student activity and learning outcomes. Observation of the implementation of the problem-based learning model and student activity is based on the observation sheet that has been prepared in advance. Meanwhile, student learning outcomes are seen from the evaluation results given at the end of the cycle. This includes the results of observations that have been carried out by researchers and observers.

1) Observation of the implementation of cycle I

Observation of the implementation of the problem-based learning model is carried out by a lecturer as a form of observation. The observer will fill in the observation sheet that has been provided. From the observation data, there is a problem, namely not allocating time well. Much time is used for discussion activities, so that the learning time exceeds the lesson hours. Thus, the implementation of the problem-based learning model has not been carried out well.

2) Observation of student activity in cycle I

Based on the observation of student activity above, it shows that the positive activity of undergraduate students is 45% and the negative activity of undergraduate students is 15%. Positive activity shows that it has not yet exceeded the criteria with a minimum limit of 75%. While negative activity has not yet exceeded the criteria with a maximum limit of 20%. This is because students have not yet clearly understood the learning process using the problem-based learning model. Students are still shy and hesitant to ask about the difficulties faced when following the learning process. Time management is not optimal. Because when the discussion takes too long, it wastes time. This resulted in less than optimal discussion of the material. Students still seemed confused because they were not used to presenting in front of the class.

3) Observation of learning outcomes in cycle I

Based on the table above, it can be seen that the average class score in cycle I is 73.5. This shows that there is an increase in the average class score between pre-action and cycle I. There are 21 students who have reached the KKM limit with a score of ≤75, while 14 students have not reached the KKM. The highest score obtained is 88 and the lowest score is 57. The pass rate for class in cycle I is 60%, with this it can be seen that there is an increase in pass rate for class compared to pre-action which is only 28.6%. The class graduation criteria in cycle I have met the success indicator criteria, namely passing more than 75% of the number of students.

d. Reflection

Based on the results of observations that have been carried out in cycle I, it shows that the implementation of learning by implementing RPS is running quite well. However, there

are still some shortcomings that require improvements in the cycle. Reflection on the implementation of the problem-based learning model in cycle I can be explained as follows.

1) Lecturers are able to allocate time according to the lesson implementation plan. This can be seen from the lecturers who use a lot of time for discussion, so that the learning exceeds the lesson hours provided.

2) Students are not yet accustomed to using the problem-based learning model, so that adaptation is needed during the learning process. Many students are still confused in following the steps in the problem-based learning model.

3) Students are still hesitant in responding to problems or answering questions and there are still students who carry out negative activities during the learning process. The activeness of students in cycle I shows that the number of positive activities has not yet exceeded the criteria, while negative activities have not exceeded the planned criteria. This is because many students are still passive during discussions and presentations so that positive activities do not run well. 4) The results of student learning in cycle I show that the number of students who are able to achieve KKM is 60% of the number of students present. The number of students who have achieved KKM should be able to achieve the success indicator criteria, which is 75% of the number of students. Based on the results of reflection on cycle I, it can be concluded that positive student activities need to be improved again, because they have achieved the success indicator. Meanwhile, student learning outcomes are still said to be low because students who are able to achieve KKM are only 60% and the rest are still below KKM. Thus, the research will continue to cycle II and must be better than cycle I.

Learning Outcomes on Cycle II

a. Planning

The planning carried out in cycle II is almost the same as cycle I. In cycle II, planning is further strengthened so that students' learning activities and outcomes can meet the criteria for success indicators. The material that will be taught in cycle II is a review of the material that has been taught in cycle I. The planning stages in cycle II are as follows:

1) Developing learning tools consisting of a lesson implementation plan using the problem-based learning model, preparing learning media using PowerPoint and the material being studied. 2) Summarize the problem questions according to the material being studied, prepare observation sheets, observation sheets for the implementation of learning and observation sheets for student activity, prepare the tools used to document learning activities.

2) Prepare learning outcome test questions used to review student understanding.

3) The researcher encourages student motivation by providing an understanding that discussion and presentation are group work and do not depend on smart students so that each student is more courageous in expressing opinions and responding to the opinions of others.

4) The lecturer provides direction to students to find as much information as possible regarding problem solving by providing module handouts, bulk and intelligence.

b. Implementation

The implementation of actions in cycle II was carried out on Monday, September 9, 2024 with a total of 35 students present. The implementation was carried out according to the plan in cycle II which was an improvement from cycle I. The learning steps are as follows:

1) Introduction

The lecturer immediately provides an introduction by providing greetings and then conveying to students that the lesson will be observed in relation to student learning activities. The teacher conducted a presence selection, then continued by providing a re-explanation of the learning process using the problem-based learning model. Next, the teacher provided a re-examination of the material to be studied and linked it to problems that are often encountered in everyday life. The teacher provided motivational encouragement so that students were actively involved during the learning that would take place. The teacher instructed students to return to their original place according to the group at the beginning of their learning process which was assisted by the teacher. Pelnelliti conveys learning objectives to students regarding the material to be studied.

2) Core

The teacher instructed the students to distribute the handouts that had been distributed at the beginning of the class as a learning resource. The teacher explained the material to be studied, namely the review of the material. The teacher gave questions related to the material, some students answered correctly. The teacher invited the students to submit questions related to the material being studied. Students were already accustomed to the problem-based learning model so that many students were active and followed the lesson. The teacher gave each group a problem sheet to discuss with their group members. The problem cases for each group were the same. Students already understood the steps that had to be taken to solve the problem cases given by the teacher. Students immediately started discussing with their group members. During the discussion, students were seen actively seeking information related to solving the problem and daring to express and refute the opinions of their group members. After the first group has finished solving the problem cases that have been given, then each group is invited to go to eight classes to present the results of their discussions.

The distribution of group presentations is done randomly so that students must receive a presentation according to the lottery they receive. Students have been fluent in their respective group presentations. Many students have given questions or objections related to the answers to other groups' problems. The lecturer observes students during the lesson. After the initial group has completed the presentation, the discussion sheets of each group are collected and the researcher evaluates the progress of the discussion and presentation by providing an explanation of the shortcomings or advantages of students in the discussion

and summarizing the presentations that have been carried out. Students are invited to review the results according to the discussion.

3) Closing

The researcher invites students to conclude the problem cases that have been discussed. The researcher invites students to ask questions if there is material that is not yet understood. After the learning process is completed, an evaluation is carried out to find out the achievement of student learning outcomes. The researcher distributes 25 multiple-choice learning outcome questions to be completed by students independently. After completing the evaluation questions, the answer sheets are collected, and the researcher ends the lecture.

c. Observation

Observation in cycle II is the same as in cycle I, namely it is carried out during the implementation of the action. Observation of the implementation of the problem-based learning model and student activity is based on the observation sheet that has been prepared before the end. Meanwhile, student learning outcomes are seen from the evaluation results given at the end of cycle II. This study uses the results of observations that have been carried out by researchers.

1) Observation of the implementation of the learning model.

Observation of the implementation of the problem-based learning model is carried out by filling in the observation sheet that has been provided. This observation sheet is used to examine the level of implementation of the problem-based learning model in cycle II. From the observation data, it can be seen that the implementation of the problem-based learning model has been carried out well.

2) Observation of student activity in cycle II

Student activity in cycle II shows that positive student activity is 80% and negative student activity is 2%. Positive activity and negative activity in cycle II are good, because they have achieved the criteria of success indicators that have been reflected, namely positive activity is more than 77% and negative activity is less than 20%. The increase in student activity occurs because students have understood the learning by using the problem-based learning model. Students have been active in discussion activities or group presentations, some students are also seen to be able to coordinate group members to conduct discussions or presentations. Students have been seen to be active in asking questions, expressing opinions, and even refuting the opinions of other groups during presentations. Negative activities carried out by students are also seen to be fewer, some even do not carry out negative activities during group learning.

3) Observation of learning outcomes in cycle II

Based on the table above, it can be seen that the average class score in cycle II is 82.5. This shows that there is an increase in the average class score from cycle I. There are 33 students who have reached the KKM limit with a score of 75, while 2 students have not yet reached the KKM. The highest score obtained by the class was 94 and the lowest score was 63. The pass rate for the class in cycle II was 84%, from this it can be seen that there was an increase in pass rate compared to

cycle I. The learning outcomes of students in cycle II can be said to be good because the number of pass rates has exceeded the success indicator criteria, namely more than 75% of the total number of students.

d. Reflection

Based on the results of observations of cycle II that have been carried out, it shows that there is an increase in the activity and learning outcomes of students while using the problem-based learning model. Positive activities carried out by undergraduate students are 77%, this shows that positive activities have exceeded the success indicator criteria, which is more than 75%. While negative activities carried out by undergraduate students are 2%, this shows that negative activities have exceeded the success indicator criteria, which is less than 20%. The learning outcomes of students in cycle II are also good, as seen from the student's graduation rate of 84%, this shows that the number of students who have passed has passed the success indicator criteria, namely 75%. Based on the reflection on cycle II, it can be concluded that the students' activeness and learning outcomes have passed the success indicator criteria that have been reflected. Therefore, the lecturer concluded that this study has achieved the target expected by the researcher.

CONCLUSION

Students taking the Marketing Management course at the Management Study Program, FEB, Jambi University showed diversity in the level of learning activity, difficulty in expressing opinions, and minimal use of media, learning methods, and intellectual abilities. The application of the Problem-Based Learning (PBL) model in learning this course has proven to be an effective solution to overcome the lack of student activity and the limitations of the learning methods and media that have been used so far. After implementing learning with the PBL model, there was a significant increase in student activity compared to learning without using the model.

REFERENCES

Allan, E. G., & Driscoll, D. L. (2014). The three-fold benefit of reflective writing: Improving program assessment, student learning, and faculty professional development. *Assessing Writing, 21*, 37–55.

Arends, R., & Kilcher, A. (2010). *Teaching for student learning*. New York: Routledge.

Britzman, D. P. (2012). *Practice makes practice: A critical study of learning to teach*. Suny Press.

Darmawan. (2010). Penggunaan pembelajaran berbasis masalah dalam meningkatkan kemampuan berpikir kritis mahasiswa pada pembelajaran IPS di MI Darussaadah Pandeglang. *Jurnal Universitas Pendidikan Indonesia, 10*(2).

Dwijananti, P., & Yulianti, D. (2010). Pengembangan kemampuan berpikir kritis mahasiswa melalui pembelajaran problem based instruction pada mata kuliah fisika lingkungan. *Jurnal Pendidikan Fisika Indonesia, 6*(2).

Entwistle, N., & Ramsden, P. (2015). *Understanding student learning (routledge revivals)*. Routledge.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.

Kramarski, B., & Michalsky, T. (2015). Effect of a TPCK-SRL model on teachers' pedagogical beliefs, self-efficacy, and technology-based lesson design. In *Technological pedagogical content knowledge* (pp. 89–112). Springer, Boston, MA.

Made, W. (2016). *Strategi pembelajaran inovasi kontemporer: Suatu tinjauan konseptual operasional*. Jakarta: PT. Bumi Aksara.

Riyanto, H. Y. (2014). *Paradigma baru pembelajaran: Sebagai referensi bagi pendidik dalam implementasi pembelajaran yang efektif dan berkualitas*. Prenada Media.

Suharia, M., & Widiyaningrum, P. (2013). Pengembangan perangkat pembelajaran zat adiktif dan psikotropika dengan problem based learning di SMP. *Journal of Innovative Science Education, 2*(1).

Sulistiani, E., & Masrukan. (2016). Pentingnya berpikir kritis dalam pembelajaran matematika untuk menghadapi tantangan MEA. *Seminar Nasional Matematika X Universitas Negeri Semarang*, 605–612.

Tamarli. (2017). Penggunaan media gambar dengan model pembelajaran problem based learning (PBL) untuk meningkatkan kemampuan berpikir kritis mahasiswa pada pembelajaran PPKn materi hak azasi manusia kelas XI-2 SMA Negeri Suka Makmur Aceh Besar. *Jurnal Serambi Ilmu, 18*(1), 33–40.

Trianto. (2010). *Model pembelajaran terpadu*. Jakarta: Bumi Aksara.