

Critical Analysis of the Application of Project Based Learning in Social Studies Learning: Study of Entrepreneurial Character

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Abstract. Project-Based Learning is a teaching method which is employed to students through complex and open problems. These problems open up the opportunities for students to integrate principles and concepts through teaching methods and curriculum approaches. This study identifies and evaluates the application of the Project Based Learning model to social studies, particularly in the field of entrepreneurship. Through this learning model, Students are encouraged to develop their critical thinking, problem-solving skills, communication skills, and entrepreneurial abilities. The method conducted in this research was literature study or literature review method. This study analyzed the online literature, which has valid and reputable criteria. The results obtained through literature review revealed that Project Based Learning is one of the effective models to improve the entrepreneurial character for students which can implemented through social studies in schools. The learning outcomes which were obtained through the implementation of the project-based learning model are considered to be able to encourage students to develop their skills, notably in the field of entrepreneurship, which will be valuable to students in the future. Additionally, teachers who are trained in managing classes and skilled in applying the learning model also play an important role in improving the entrepreneurial character for students.

Keywords: Project Based Learning, Entrepreneurship, Social Studies Learning

1 Introduction

The era of the 21st century, known as the era of the industrial revolution 4.0, which is still under progress today needs 4C skills (*Critical Thinking, Creativity, Collaboration, and Communication*). These demands require students to have *soft skills* and *hard skills* that are pursued through the field of formal and informal education. These abilities can be formed through the implementation of entrepreneurial character as a step to shape the *mindset* of students, so they can use the learning outcomes from school as a bridge for success in the future. Since it is well recognized that education increases people's desire for a higher level of living [1]. There are still some recent graduates from colleges and universities who lack the expertise required for their line of work. As a result, there are still a large number of laborers who have not found job, which causes the unemployment rate in Indonesia is still relatively high. According to data Statistic Indonesia Agency (2022) [2] in February 2022 the unemployment rate in Indonesia still reached 8.40 million people, while the number of the workforce in February 2022 reached 144.01 million people.

The high unemployment rate is a result of both the continued high rate of population growth and the expansion of the workforce among high school graduates [3]. The reason for the non-absorption of the workforce from high school graduates is because they are not accommodated by the right field of work and they do not want to work which is not in accordance with the education they are taking. Therefore, these graduates need special attention in order to reduce the rising unemployment rates in Indonesian regions and prevent social issues like poverty, which have a negative impact on the economy of the country. This indicates that there is still room for improvement in the Indonesian educational system, particularly in terms of project-based learning, which emphasizes the entrepreneurial character. Therefore, this study needs to be carried out because the entrepreneurial character is one of the provisions of students in improving their standard of living. As written in research Radianto and Wijaya (2017) [4] that PBL can help students invent new businesses in the future in addition to building and fostering entrepreneurial character.

PBL is one of the right models to instill entrepreneurial character into the learning process in schools. PBL is a model who is required of active, student-centered teaching in the form of student independence, constructive inquiry, goal setting, collaboration, communication, which are reflected in everyday life [5]. Through PBL students will be actively involved both individually and in groups [6]. In the PBL learning process, students can be actively involved in ongoing learning activities and teachers can observe activities by students during the learning process. through PBL, teachers can optimally assess the psychomotor of each student. Students can also improve their psychomotor abilities, creativity, imagination and thinking skills which are in line with improving the quality of learning. Students are given props or illustrations of a phenomenon related to everyday life to be able to stimulate them in carrying out a project.

Implementation of the PBL is intended to encourage students to graduate with the required skills and entrepreneurial competitiveness [1]. In general, the entrepreneurial characteristics that must be possessed by someone include motivation to achieve which is defined as an encouragement to achieve goals, take advantage of opportunities and look at the future optimistically [7]. The entrepreneurial character also instills a value in someone to have sincerity and commitment in running a business with full responsibility and courage to face a risk, to be more independent and also able to think creatively. According to Kaldi et al. (2011) [8] revealed that through PBL, students at elementary age can develop knowledge and skills in group work with peers.

A Project-based Learning approach can be used in social studies classroom in schools as a way to maximize the use of limited resources. Students can be given the opportunity to objectively formulate the choices obtained through accurate information which is then concluded logically in accordance with the consideration of the risks posed so that the right decisions can be made. Research conducted by Karaçalli and Korur (2014) [9] found PBL significantly affects the academic outcomes of fourth graders in primary schools. Social studies learning is a dynamic learning and at any time must always be able to adapt to changes following the development of the all-digital global era. For this reason, learning models related to models, methods, sources of teaching materials, evaluation systems used in teaching must always be adapted to the times, more flexible and not just rote teaching.

This article cites prior studies that show PBL can kindly assist the education gap between low-income and upper-middle class pupils in the social studies and literacy curriculum second-grade students in primary schools [10]. While the focus of this research is to investigate the entrepreneurial character in social studies learning using the PBL model.

Based on several reviews regarding the benefits of implementing the model, this article will discuss the outcomes achieved by teachers in adopting PBL, derived from diverse supporting literature. In addition, this article will also review some of the difficulties experienced by teachers during the process of implementing PBL. Then the question that is used as the basis in this article is how to apply PBL to improve the entrepreneurial character in social studies learning?

2 Methods

In order to understand more about how PBL is applied in social studies learning, this article employs a descriptive qualitative research method based on a literature study approach. This article's primary goal is to theoretically investigate actions that project-based learning can take to foster an entrepreneurial mindset. The data sources drawn from scholarly journals, books, and other pertinent sources. Then, the data collection methods involve gathering relevant information in accordance with the research topic.

Literature study is a relevant method to be used in current research. Literature studies can describe systematically the results of several relevant studies according to the objectives of a study [11]. The literature study used in this study was used to identify the improvement of entrepreneurial character in PBL in social studies learning.

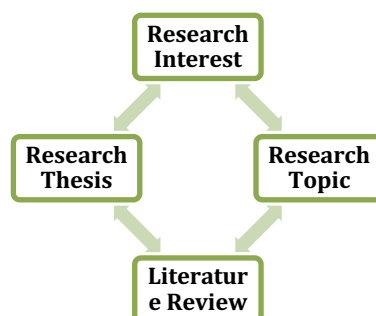


Fig. 1. The Flow of Literature Study

3 Findings and Discussion

The results obtained based on literacy studies in research articles that have been formulated, researchers conducted a study of fifteen supporting articles related to improving the entrepreneurial character in project-based learning in social studies learning. Based on the results of the study, the information was obtained that learning activities carried out using PBL can sharpening the entrepreneurial character of students in schools. PBL can be modified according to the level of education to hone the entrepreneurial character according to the level of education [12]. In addition, PBL can be developed to measure the capacity of students to obtain information, to be skilled in collaborating, and to be able to make decisions efficiently. In addition, students also have insight into entrepreneurship, are able to think critically and

communicate well [13]. The following table presents some of the results of a literature review from several articles.

Table 1. Articles

Author	Countries	Improvement of Entrepreneurship
Rina et al., 2018 [12]	Indonesia	PBL activities can be modified according to the level of education to hone the entrepreneurial character according to the level of education.
Salamzadeh et al., 2014 [14]	Iran	There is a relationship between the entrepreneurial profile and the field of study pursued by students
Ahmad et al., 2021 [13]	Malaysia	The application of PBL is appropriate to improve the entrepreneurial character of students because technically they are more competitive and capable in facing the future
Yulastri et al., 2017 [15]	Indonesia	The entrepreneurship module with the PBL model is proven to be effective in increasing test scores which practically improves the quality of entrepreneurship learning.
Schuurman, M. J., & Rans, C. D., 2022 [16]	The Netherlands	PBL tends to inspire students in learning so that they get more complex understanding results.
Nair & Pandey, 2006 [17]	India	There is no relationship between entrepreneurship and education and entrepreneurial intention.
Zaman, 2013 [18]	Pakistan	Through an increase in entrepreneurship, students tend to be more confident than students who do not get an increase in entrepreneurship.
Hamed & Mehdiabadi, 2020 [19]	Iran	's Index of Motivation, Values, and Trust effectively increases entrepreneurial resilience.
Cai et al., 2021 [20]	China	Through increasing entrepreneurship skills such as self-concept, creativity and innovation, risk orientation, persistence and positive attitude are acquired.
Nieuwenhuizen & Groenewald, 2008 [21]	South Africa	Entrepreneurship training helps entrepreneurs to become advanced entrepreneurs.
Almulla, 2020 [22]	Saudi Arabia	PBL has succeeded in increasing student engagement to discuss and share information about knowledge and entrepreneurship.
Oliveira & Cardoso, 2021 [23]	Portugal	PBL has helped develop innovative products and promote entrepreneurship academically.
Okudan & Rzasa, 2006 [24]	United States of America	Through PBL, students gain the development of entrepreneurial knowledge and skills in the areas of leadership, motivation, innovation, and communication, as well as team work.
Botha & Morallane, 2019 [25]	South Africa	Implemented of the PBL helps students to acquire the entrepreneurial competencies needed to manage a business
Lv et al., 2021 [26]	China	Entrepreneurial competence gained through continuous entrepreneurship education has helped influence based pf entrepreneurial intentions

The table 1, It can be seen that PBL can be different in each country, but other countries have in common that the increase in entrepreneurial character has helped students to become more independent, confident and risk-taking individuals in deciding certain situations. Enhancing entrepreneurial character can be implemented in conjunction with project-based

learning with the aim of increasing understanding and insight into the importance of entrepreneurship. Entrepreneurship learning taught in schools at this time is only to form the desire of students to start a business. The role of entrepreneurship educators should be able to change students' perceptions to provide entrepreneurial insight as a worthy career opportunity to be achieved [25]. Improving the practice of PBL into a teachers can reduce memorization methods in class learning, so that learning can focus on "learning for understanding," "intellectually ambitious learning," and "authentic pedagogy" [27]. PBL will help students to acquire entrepreneurial competencies that can be used as a reference for students to start and manage a business. Educators can combine the dimensions of adaptability with entrepreneurship material with the aim of encouraging students to start entrepreneurship.

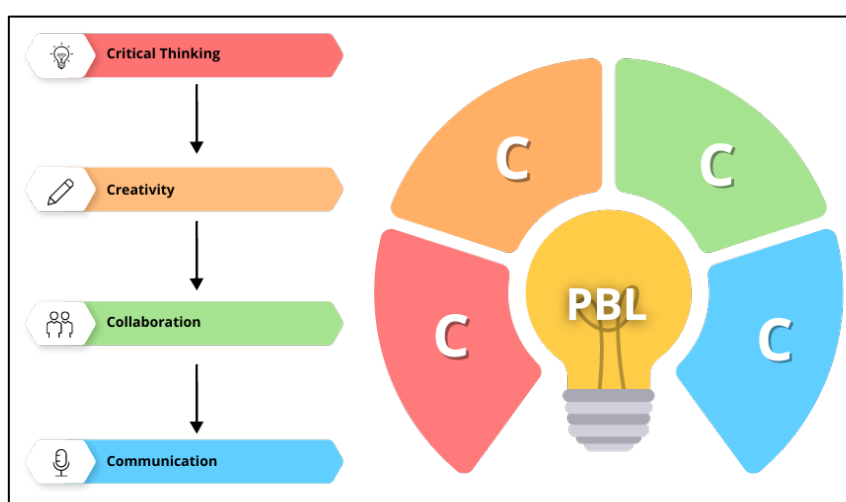


Fig. 2. The relation between 4Cs and PBL

The capacity of students to explore information, skills, and critical thinking in order to improve entrepreneurial character can be developed through project-based learning. The implementation of PBL as a learning strategy in the field of entrepreneurship plays an important role in producing competitive and capable prospective entrepreneurs to face future challenges [13]. Students who have different learning preferences with other students certainly need to be considered as a form of curriculum design that refers to entrepreneurship material. In addition, entrepreneurial practices combined with project-based learning can support the entrepreneurial competencies of students. According to research conducted [26]. Entrepreneurial competencies that are obtained repeatedly by educators have helped influence entrepreneurial intentions. Strategies in PBL have enabled students to be able to mobilize knowledge from the results of development in learning accompanied by educators. Increasing entrepreneurship that is implemented in project-based learning is a way for educators to be able to direct students as students who have an entrepreneurial spirit. The achievement of increasing entrepreneurship through PBL is obtained through the development of knowledge and skills in the areas of leadership, motivation, and communication. In addition, this achievement is also produced through development by encouraging entrepreneurial behavior which is instilled in students through predetermined learning strategies [24].

Successful entrepreneurs are manifesting in general characteristics that continue to be developed from time to time to unlock the potential possessed by students. In addition, quality

characters are shaped through more progressive educational efforts. This can be demonstrated by students in the process of reaching goals and becoming more resilient in the face of existing problems [28]. In addition, in the process of achieving goals, a person must be able to show positive energy, self-confidence, and a strong desire to succeed. In developing entrepreneurial character, students can form an entrepreneurial mindset following their wishes which are manifested in hard work. Such a mindset can be used to recognize their potential to become successful entrepreneurs both in education and other fields of work. The form of enthusiasm in entrepreneurship can be seen in how a person carries out a responsibility, a strategy in determining a choice, and the opportunity that is received. This can be identified by the teacher through observations of students in certain lessons.

Social science learning is one of the relevant fields to implement entrepreneurial character through PBL. Project based activities that are applied in the classroom can hone the entrepreneurial character of students according to their respective educational levels. Rina et al. (2018) [12] mention that the character of high school students is more independent, creative, and responsible. In addition, students also become hardworking figures, dare to take risks and are more communicative. In the field of substance in the form of teaching materials, according to Yulastri et al. (2017) [15] the entrepreneurship module made using a PBL approach is considered valid, practical and effective to improve the quality of entrepreneurship learning.

4 Conclusion

4C skills (Critical Thinking, Creativity, Collaboration, and Communication) to support the industrial revolution 4.0 requires students to have soft skills and hard skills that are honed through formal and informal education. However, in reality, the mastery of these skills is not easily possessed by students. Thus, one of the steps to shape mindset of students is through learning carried out in schools. One of the skills that includes the 4Cs is entrepreneurial skills. These skills are important for students to have in order to adapt to the times. The results obtained through literature review revealed that Project Based Learning is one of the effective models to improve the entrepreneurial character for students which can implemented through social studies learning in schools. Through increasing entrepreneurial character, students can shape their personal character to become someone who is more critical, responsible and honest.

The learning outcomes which were obtained through the implementation of the project-based learning model are considered to be able to encourage students to develop their skills, notably in the field of entrepreneurship, which will be valuable to students in the future. In addition, increasing entrepreneurial character through PBL also directs students to be able to collaborate with teams so as to enable students to work together and involve each other in obtaining the information needed. This method helps students to acquire entrepreneurial competencies which will later be needed to start and develop businesses. Additionally, teachers who are trained in managing classes and skilled in applying the learning model also play an important role in improving the entrepreneurial character for students. PBL can help teachers to build an entrepreneurial character to students in the application of social studies learning in junior high schools and students can also obtain the entrepreneurial competencies that can be useful in their future. In addition, students will gain scientific insights and skills in the fields of innovation, communication, and leadership as well as teamwork.

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