

# The Effectiveness of the PJBL Learning Model to Improve Students' Socialization Skills

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## ABSTRACT

*The Effectiveness of the Project-Based Learning (PJBL) Learning Model to Improve Students' Socialization Ability. Problems that arise in the field show that the attitude of cooperation between students is still relatively low. They are more likely to prioritize their own egos, not want to accept suggestions from friends, dominate the group, and be passive when doing group assignments. This situation indicates a lack of social skills that needs to be corrected. Therefore, this research aims to explore the effectiveness of the Project-Based Learning (PJBL) learning model in improving students' social skills. PJBL is believed to be able to encourage cooperation, communication and collaboration among students because it focuses on projects that require active interaction and involvement of all group members. The method used in this research is a literature study, where data is collected from various relevant sources, including scientific articles and previous research. Based on the results of the literature review, it is hoped that the PJBL learning model can be an effective solution to overcome the problem of low social skills among students. With proper implementation, PJBL can help create a more inclusive learning environment and support the holistic development of students' social skills.*

**Keywords:** Socialization skills, Project-Based Learning (PJBL), Active interaction.

## A. INTRODUCTION

Children's socializing skills face new challenges in the era of advanced technology. The widespread use of digital devices and social media has changed the way children interact with the surrounding environment. Although technology offers opportunities for wider connectivity, its overuse can hinder the development of children's social skills. Children tend to interact more often through digital devices than in person, which can reduce their ability to read facial expressions, understand emotions, and build interpersonal relationships. Other factors such as lack of parental supervision, unrestricted access to the internet, and reliance on social media also exacerbate this situation. As a result, children are at risk of difficulties in communication, low empathy, and social isolation.

Socializing skills are one of the important skills that must be possessed by every individual, especially students. These abilities not only have an effect on their social lives, but also play an important role in the professional world in the future. One approach that can be used to improve students' socializing skills is through education. Education is an important process in the development of the individual, not only in the cognitive aspect, but also in social skills. Good socialization skills are needed so that students can interact with their social environment, both at school and outside of school. However, observations in the field show that many students still have difficulty collaborating and communicating effectively with their peers. Low cooperative attitudes, a tendency to attach importance to each other's egos, and passive attitudes when working in groups are significant challenges in the learning process.

In this context, this study aims to explore the effectiveness of the Project-Based Learning (PJBL) learning model in improving students' social skills. PJBL is a learning model that uses projects or activities as a means to achieve student competencies. PJBL

is an application of active learning that is centered on students. This research is motivated by the need to find effective solutions in overcoming the problem of low socialization skills among students.

The PJBL learning model is an approach that focuses on learning through projects. In this model, learners are invited to engage in collaborative activities, where they must work together to achieve a specific goal. Through this process, learners not only learn about the subject matter, but also develop important social skills, such as communication, cooperation, and leadership. The PJBL learning model has been proven to be effective in improving students' social skills. Through collaboration, communication, and problem-solving in projects, learners can develop social skills that are essential to their lives. Although there are some challenges in its implementation, the benefits of socializing are invaluable. With the right approach, PJBL can be an effective tool to prepare students for social and professional life in the future. Therefore, it is important for educators to continue to explore and implement this learning model in the broader educational context.

The method used in this study is a literature study, where data is collected from various relevant sources, including scientific articles, books, and previous research that discusses the application of PJBL. The results of this study are expected to provide in-depth insights into how PJBL can contribute to the development of students' social skills, as well as provide recommendations for educators to apply this model in the learning process. Thus, this research not only contributes to the world of education, but also has the potential to improve the quality of social interaction among students.

## **B. RESEARCH METHODS**

The approach in this study uses a type of research in the form of literature studies or literature studies. Literature Studies is a series of activities related to the collection, reading, recording, and processing of research materials sourced from literature. The main goal of literature study is to get a solid theoretical foundation regarding the problem to be studied. By conducting a study of the existing literature, researchers can understand the context and current developments in the field of study.

Steps of Literature Study Research:

1. Selection of Research Topics
2. Information Exploration
3. Determining the Focus of Research
4. Data Source Collection
5. Reading and Taking Notes
6. Processing Research Records
7. Preparation of Research Reports
8. References and Bibliography

## **C. RESULTS AND DISCUSSION**

### **Definition of Socializing**

Socializing is a complex process in which individuals learn to understand and adjust to the norms, values, and behaviors that apply in their cultural context. This process is not limited to hands-on instruction; Individuals also gain understanding through everyday observation and experience. This process continues throughout life, influenced by various socialization agents such as family, peers, and the media. Each of these agents plays an important role in shaping a person's behavior patterns and outlook on life.

According to Morelock & Williamson (2018), socialization can be understood as a process in which individuals learn to behave according to the norms and structures that exist in their society. It involves a variety of social interactions that shape the way a person adapts and acts in a social context. Pescaru (2018) suggests that socialization is also a broader interaction process, where the personal development of an individual occurs simultaneously with influences that come from others around him. In this context, a child not only learns social behavior, but also absorbs the values and norms that exist in their social environment through observation and direct experience. This process includes the complex dynamics of social influence, as well as the individual's ability to recognize, understand, and discern important moral attitudes in shared life. All of this is necessary to create harmony and order in broader social life.

In the development of students in the modern era, socialization skills play a very fundamental role. This ability goes beyond simple ways of communicating, encompassing various important aspects such as cooperation, empathy, and understanding of social norms that apply in society. Research conducted by Widodo (2020) revealed that students who have good social skills show a higher level of success, both in the context of learning and in community life in general. This is further reinforced by the findings of Pratiwi (2021) which shows that more than 60% of students' academic success is influenced by their ability to build and maintain positive social interactions with their peers and teachers.

### **Aspects of socializing**

In the development of socialization carried out by adolescents, there are certain aspects that play a very important role. According to Sarwono (2001) there are four aspects of social ability, namely:

a) Ability to use language.

This aspect is the action of an individual (group) that has meaning for the perpetrator who is then arrested by other individuals (groups).

b) Communication skills.

Communication is a very important means of gaining a place in the group. This creates a strong urge to communicate with others well.

c) Dare to appear in public.

The world is getting more and more advanced, as well as human life which is getting bigger and bigger every day. Such a pattern of life, a person must be able to realize

the abilities he has so that people will be more confident in the abilities he has.

d) Confidence.

With a strong sense of confidence, a person will do something without any influence from the outside so that a person will be more stable and confident to move forward.

According to Hartono (in Abu Ahmadi 2005) the aspects of socializing ability are based on physical, psychological, mental, social, and moral aspects. Furthermore, according to Robert (2005), there are 3 aspects of socializing ability, namely:

a) Sportsmanship

That is the ability to cooperate with others to the level of suppressing individual interests and prioritizing self-motivation.

b) Belief

It is the most important thing in socializing. Relying on the behavior of others to achieve the desired goals and in achieving them is uncertain in risky situations. This attitude of trust benefits people who rely on relationships to open up communication avenues, clarify the transmission and reception of information and expand communication opportunities for a specific goal to be achieved.

c) Open Attitude

An open attitude encourages mutual understanding, mutual respect and can prevent mutual misunderstandings and allow interpersonal conflicts to occur.

### **Benefits of Socializing**

Good socialization skills have an overall positive impact on the development of students. In the cognitive aspect, intensive social interaction has been shown to stimulate brain development and improve collaborative problem-solving skills. Students who are actively socializing also show improvements in critical thinking skills through discussions and exchange of ideas with their peers. In terms of emotional development, socialization skills help students build more mature emotional intelligence, improve their ability to manage conflicts, and develop empathy and understanding of other people's perspectives. In the context of academic success, socializing encourages the creation of active learning through group discussions, increases learning motivation, and facilitates more effective knowledge transfer between students.

Socializing among students encourages social integration, active interaction, and building intersubjectivity among them. This process provides an opportunity to share different knowledge, experiences, and views, which ultimately enriches their learning experience. In addition, socialization also develops critical thinking skills, because students can see mistakes as opportunities to develop and learn better. This social interaction also contributes to personal and professional growth, where each individual learns from his peers and corrects existing mistakes. Effective socialization not only strengthens relationships between students, but also improves the quality of the educational process, making it more dynamic and helping in the formation of students' character and competencies. (Telma et al., 2011).

### **Fishbone's Analysis in the Selection of PjBL for Socialization Ability**

The selection of Project Based Learning as a learning model to improve socialization can be explained through a comprehensive analysis of fish bones. In terms of methods, project-based learning naturally encourages active interaction between students, with collaborative activities as the main focus and a comprehensive and continuous evaluation system.

The material aspect in PjBL involves the use of real projects as the main learning medium, supported by a variety of learning resources and the use of collaborative technology that allows students to interact in various learning contexts. In the human dimension, PjBL places teachers as facilitators who guide the learning process, encourage active involvement of students, and facilitate interaction with the surrounding community as part of the learning process. Environmental factors in PjBL create a learning atmosphere that actively supports collaboration, provides ample space for social exploration, and builds meaningful connections with the real world.

Based on the results of the literature study that has been conducted, it shows that the application of the Project-Based Learning (PjBL) model significantly improves students' social skills. This research focuses on identifying three main aspects that have improved, namely, team collaboration, effective communication, and confidence. Here's a more in-depth explanation of these three aspects.

#### **A. Team Collaboration (Cooperation)**

The use of this project-based learning or PjBL model may be familiar nowadays. Improving the ability to cooperate through the project method is in accordance with the statement by *Rachmawati & Kurniati (2010: 61-62)* that the project method is able to provide children's experience in organizing and distributing activities, exploring the talents of interests and abilities of the students, and increasing the responsibility and cooperative ability of children or students.

This PjBL learning model will encourage students to help each other. It will be seen that students no longer choose friends they want to help when they are having difficulties. Students will feel that each task in the project will affect the completion of the project so that it will make them motivated to help friends when they have difficulties. This is in line with the findings of research by *Sucipto (2017:84)* that *the Project Based Learning (PjBL)* model allows students to fully participate in learning, because it will allow them to form or construct knowledge. With the nature of respecting every difference in the abilities of each individual through a learning process designed so that students can work together, it will make students as human beings who have social skills so that they are ready to coexist in a social environment with various characteristics of the society that builds the group (*Anggraini & Wulandari, 2020; Setyawan et al., 2019; Yusika & Turdjai, 2021*). Therefore, PjBL is effective to improve one aspect or branch of socialization skills, namely the aspect of collaborating with a team or cooperation.

The following are some points related to the collaboration team or cooperation between

other:

1) Effective Task Sharing

Students learn to divide tasks based on the skills and interests of each member. This not only improves work efficiency, but also provides an opportunity for each student to contribute to the maximum. For example, in a documentary video making project, students who have video editing skills take on the role of editors, while other students who are better at speaking in front of the camera take on the role of narrators.

## 2) Appreciation for Member Contributions

Through collaboration, students learn to appreciate the contributions of each team member. They begin to understand that each individual has an important role in achieving a common goal. This creates a positive and supportive environment, where students feel valued and motivated to contribute better.

## 3) Interpersonal Skills Development

Collaboration in groups also helps students develop interpersonal skills, such as empathy and tolerance. Students learn to listen to the opinions of others and respect differences, which are important skills in socializing in society.

## B. Effective Communication

Communication ability is the ability of students to convey their ideas or ideas in public and is related to the ability of the student to speak both in groups and individually. *Imamah & Muqowim (2020)* revealed that with project-based learning, children are trained to be critical, have skills in presentation, speaking skills, and work skills efficiently. In addition, project-based learning is also suitable if it is related in the context of real life experienced by children.

Regarding the ability to socialize in the communication aspect, there is a study that obtained appropriate findings, namely research by *Nikolic, S., Stirling, D., & Ros, M. (2017)* this study provides the assumption that the PjBL model can improve communication skills in group A children. Didik is involved in discussions, collaborations and presentations of group project results to their peers and teachers (*Aisyah et al., 2020*).

In addition, there is also a study by *Musriyono, A. A., & Winanto, A. (2023)* entitled "Improving Oral Communication Skills of Elementary School Students Through the Project Based Learning Model" this study states that the use of the PJBL learning model can improve students' oral communication skills through three things, namely encouraging students to speak through presentation activities, secondly PJBL adjusts to the interests and interests of students and the last PJBL provides

opportunity for feedback so that this learning model can improve communication skills in students.

In the application of the PjBl learning model, there are characteristics (syntax) which consist of several stages. In each syntax with several stages, it will be affected by the increase in skills possessed by students, one of which is the skill or ability to socialize the communication aspect. The fourth syntax, in the syntax of this learning model will make students cooperate or collaborate and be responsible for processing and accessing information in completing projects, in this syntax students will be given the freedom to be creative and do not limit the space of movement in making and completing project observations, thus providing greater opportunities for students to hone communication skills. There are also several syntax that also support the improvement of students' social skills. This is supported by research by *Lestari, et al (2016)* which revealed that the application of the PjBl learning model in learning affects students' communication skills. The improvement of oral and written communication skills can be seen from the percentage of completeness of test scores of students in the manufacture of teaching aids received a positive response from students with significantly increased scores (*Astuti, et al. 2016*). This is also strengthened by the results of the research that the application of the project-based learning model has an influence on a significant improvement in students' communication skills (*Nugroho, et al. 2019*).

That way, there are several aspects of communication that can be improved with the PjBl learning model, including:

a) Listening Ability

Students will learn to listen carefully to their peers' opinions and ideas, which is an important component of effective communication.

b) Verbal and Non-Verbal Expressions

With the PjBl learning model, students will practice expressing themselves clearly, both through words and body language, so that the message they want to convey can be conveyed and can be understood well by others.

c) Collaboration

This collaboration or the ability to work together can increase with the implementation of the PjBl learning model. Because in the PjBl learning model, students will often work in groups to complete projects. Regarding the communication aspect in working in groups and collaborating, it will be very possible for students to interact with each other, divide tasks, discuss and make decisions together, and students will also solve a conflict or problem that arises through discussion

### C. Confidence

According to *Eggen, P., & Kauchak, (2012)* and *Lauster in Gufron, M., (2010)* confidence is a statement that describes a belief, a cognitive idea that is acceptable if it is true without considering other factors that support it. Furthermore, *Wilis in Gufron, M., (2010)* revealed that confidence is the belief that a person is able to solve a problem with the best situation and can provide something pleasant for others. According to *Guo, S., & Yang, (2012)* project-based learning can be used for an effective approach to link between teachers' professional development and learners' learning achievements. Meanwhile, *Susanti et al., (2020)* and *Fitria, et al., (2019)* stated that the project-based learning model can increase students' abilities and confidence. This is very much in accordance with what was revealed by *(Nurzaman, 2016)* that the *Project Based Learning (PJBL)* model of *the Role Playing* type can increase students' confidence and student learning achievement as seen from his research that the learning outcomes of students in class V of SD N Bojongkoneng 1 in social studies lessons of business materials and economic activities in Indonesia. *Devi, S.K (2019)* revealed that the application of *the project-based learning* model can increase independence and thematic learning outcomes. This is shown by the increase in learning independence. Therefore, this PJBL model is quite effective in improving students' ability to socialize the confidence aspect of students, especially for social studies learning in elementary schools and also in other learning.

### D. CONCLUSION

The application of the project-based learning model (PjBL) is proven through literature studies as an effective approach in improving students' social skills. Studies show that PjBL is able to facilitate increased teamwork, effective communication, and student confidence. In its implementation, PjBL involves students in real projects that demand collaboration and discussion, develop interpersonal skills such as listening, sharing ideas, and appreciating the contributions of each team member. PjBL also strengthens the ability to speak in public and express opinions, which ultimately fosters confidence. Through this experience, learners not only understand the subject matter, but also gain social skills that are essential for academic success and interaction in community life. The literature study analyzed shows that PjBL can be a comprehensive strategy for forming socially competent individuals in the modern era.

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