

# Exploring The Combination Of Flipped Classroom And Problem -Based Learning Toward Teaching Practitioner In The Marketing Course.

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## **Abstract**

*This study aims to investigate the effect of the combination of flipped classroom (FC) and PBL(PBL) toward teaching practitioner in the marketing course and the students' attitude toward the combination of FC and (PBL) toward teaching practitioner in the marketing course. This study was conducted at STKIP PGRI Jombang, Indonesia with 25 research subjects. The data were taken from the students' pretest and posttest scores and students' attitude questionnaire. The quantitative research was employed in this study by combining pre experimental to find the effectiveness of the combination of FC and PBL and descriptive quantitative to measure the main score or central tendency of students' attitude in this teaching strategy as a descriptive quantitative. The finding showed that the combination of FC and problem based- in the Marketing course is an effective teaching strategy and the students' attitude in this strategy has positive level. However, further studies are required to be done by obtaining the qualitative research.*

**Keywords:** *Combination FC and PBL, flipped classroom (FC), problem-based learning (PBL), marketing course, teaching practitioner.*

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## **I. Introduction**

Students succeed in understanding marketing material influenced by the strategies used in the teaching and learning process. Based on Permendikbudristek number 3 of 2020 that the Main Performance Indicator (IKU) for the course is required to carry out a 50% evaluation using PBL or Project Based Learning (Simatupang & Yuhertiana, 2021). The application of this learning is able to increase enthusiasm and foster the ability to think critically, creatively, analytically, systematically, and logically. (Laforce et al., 2017)(Devy Alvionita et al., 2020)(Pratiwi & Wuryandani, 2020)

Teaching Practitioner program based PBL is one of the programs that can encourage students to find alternative solutions to a given problem, namely practical problems experienced by practitioners or learning real-world problems. The inability of students to solve problems given by lecturers in a short time requires the creativity of a lecturer in learning. Learning methods FC method can be combined PBL. Lecturers condition students to study before entering class and solve problems in the class discussion process (Jung et al., 2018)

Based on this exposure method PBL is a learning model that can encourage students to learn to find solutions to a practical problem. Lecturers who collaborate with teaching practitioners can solve the competency gap between graduates and the world of work so this research will explain the Effectiveness of Collaboration of Teaching Practitioners with a Combination PBL and FC Marketing courses.

(Tan et al., 2017) argues that "learning methods are based PBL or often abbreviated *PBL* can improve students' thinking skills through a systematic group work process, so that students can empower, hone, test and develop thinking skills. In addition (Hmelo-Silver & Barrows, 2006) emphasized that method *PBL* can be presented indirectly through simulations of real-world, environmental-centered problems.

Learning FC is a new idea and includes a based learning model e-learning that supports 21<sup>st</sup>-century learning and can be "a learning model that allows students to cultivate their own learning environment and increase motivation to solve problems." (Hmelo-Silver, 2012). Pre-class activities such as giving reading materials are also considered as part of Flipping the Classroom, because the media used by students before class learning itself does not affect learning in general (Singay., 2020). One of the primary characteristics of a FC is the utilization of pre-class online videos to replace traditional in-class teaching methods. Students are better prepared for class materials when they use this strategy (Chen & Chuang, 2016). Many studies have revealed the benefits and drawbacks of flipped teaching (Chen & Chuang, 2016; McCarthy, 2016; Sun & Wu, 2016; Zainuddin & Halili, 2016).

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The teaching practitioner program provides a space for collaboration between lecturers and practitioners and is carried out for one semester or several meetings. The program is a complement to the curriculum and is useful in reducing the gap between the skills and experience of practitioners provided in universities and those needed in the world of work. Lectures require the participation of practitioners who can share experiences or best practice which students do not experience. The Objectives of the Teaching Practitioner Program: (Pendidikan et al., 2021) “a) to offer a more dynamic, competitive, collaborative and participatory learning experience, driven by the demand for acquiring knowledge, skills, and competencies needed in the needs of the world of work. b) provide opportunities for universities to collaborate with practitioners in the world of work”.

Based on the results of primary research by interviewing the students of STKIP PGRI Jombang, it was concluded that: 1) teaching practitioners have a complex background, so mastery of the material is quite good; 2) students feel that there is complete information about the material/problem being discussed; 3) Teaching practitioners are able to convey coherently through the material power point which shares through the zoom application; 4) the online- based learning model (via the zoom application) is still not optimal because it is still heavily influenced by the network used, moreover there are obstacles to the use of videos used in the learning process; 5) the problems that were solved were arranged by the lecturers which were conveyed to practitioners and could not be maximized because this program was a short collaboration scheme, only two meetings.

There are two types of collaboration schemes in the Kemdikburistek practitioner program as follows (Rahman et al., 2022): “1) Short collaboration, with the following conditions: Minimum (four) face-to-face/work hours per semester, maximum 10 (ten) face-to-face hours face/work; 2) Intensive collaboration, with the following conditions: a) preparation and coordination with lecturers at the beginning of the semester for a maximum of 3 (three) face-to-face/work hours per semester. b) a minimum of 15 (fifteen) hours of face-to-face lectures per semester. c) end-of-semester feedback and evaluation for a maximum of 2 (two) face-to-face/work hours.

#### **PBL syntax adapted from Arends (2012)**

- (1) Exploring the issue problem
- (2) Defining the issue problem
- (3) Digging the knowledge dealing with issue problem
- (4) Investigating the solution
- (5) Developing and presenting the solution
- (6) evaluating the students’ performance in presenting the solution

#### **Flipped Classroom (FC) syntax**

##### **At home:**

- (1) Understanding assignment by reading some sources
- (2) Watching other sources from Youtube dealing with similar topic with the assignment
- (3) Making summary

##### **At Class:**

- (1) Doing group discussion
- (2) Sharing session
- (3) Reviewing concept

A FC is a type of blended learning method that tries to boost student engagement and learning by having students complete readings at home and concentrate on live problem-solving during class time. Prior research has mostly used PBL (PBL) or FC (FC) teaching models in other majors, but there is little information on the combined PBL-FC teaching approach in the marketing course toward teaching practitioner. With all of the chances that the combination of FC and PBL provides, it might be seen as a strong teaching approach for dealing with the issues mentioned earlier. As a result, the current study sought to assess the effect of the combination FC and PBL. It is also intended to investigate the students’ attitude with the combination of FC and PBL. As a result, the current study focused on two research questions:

1. How is the effect of the combination of FC and PBL toward teaching practitioner in the marketing course?
2. How is the students’ attitude toward the combination of FC and PBL toward teaching practitioner in the marketing course?

## II. Materials and Methods

This research design used in this study is a quantitative approach with the pre experimental research design and descriptive quantitative. Creswell (2012) and Rukminingsih, et al.(2020) defined that quantitative research can be involved as an experimental and quantitative descriptive research design to measure certain theory by researching the effects between two or more variables as experimental design and measure the main score or central tendency as a descriptive quantitative .

The objectives of the study to analyze the effect of the combination of FC and PBL toward teaching practitioner Implemented in the Marketing courses in Odd semester 2022/2023. The Marketing Course is one of the courses designated to carry out the Teaching Practitioner program for the Short Collaboration Scheme from the Ministry of Education and Culture.

The population in this study was 220 students of the STKIP PGRI Jombang Economic Education Study Program. The sample were 25 students consisting of students in the 2022/ 2023 academic years. A purpose sampling technique was used to determine that sample. Data collection was carried out using instruments in the form of pre-test and post-test. Data analysis used test techniques paired sample *t test* (Chen et al., 2021).

To collect the data in this research The researcher used two instruments to dig up the data based on the two research questions. The first research question was answered by classroom marketing course test, both pre-test and posttest. The second research question was answered by using questionnaire. The questionnaire items were constructed and categorized based on prior studies on the implementation of a FC, namely Aşkısoy and zdaml (2016) and Zainuddin and Halili (2016).

Then the data will be analyzed by using pair-sample t-test to answer how the effect on toward teaching practitioner in the marketing course is . Then the second data will be analyzed by using descriptive quantitative to answer the research question .

**Table 1. Summary of Combination of Flipped Classroom and PBL**

FC	Problem- Based Learning
<p>Before class:</p> <ul style="list-style-type: none"> <li>- Students were provided the lesson materials then they must learn and review the material at home by themselves.</li> <li>- Understanding assignment by reading some sources</li> <li>- Watching other sources from Youtube dealing with similar topic with the assignment</li> <li>- Making summary</li> </ul>	<p>Before class:</p> <ul style="list-style-type: none"> <li>- Students were given some problems as their assignment</li> <li>- They were asked to define the issue problem dealing with assignment.</li> <li>- They Dig the knowledge dealing with issue problem by reading some other sources from internet.</li> <li>- They investigated the solution in her assignment.</li> </ul>
<p>In class:</p> <ul style="list-style-type: none"> <li>- Students discussed about the lesson topic</li> <li>- They did engaging activities about the topic. No lecture for the teacher and the teacher only acted as a facilitator.</li> <li>- They had sharing section to their peers and lecturer</li> <li>- The lecturer reviewed the students ' assignment.</li> </ul>	<p>In Class;</p> <ul style="list-style-type: none"> <li>- Students presented the solution in the class.</li> <li>- The lecturer evaluated the students' performance in presenting the solution.</li> </ul>
<p>After class:</p> <ul style="list-style-type: none"> <li>- The lecturer gave the assignment instruction for the next class topic.</li> </ul>	<p>After class:</p> <ul style="list-style-type: none"> <li>- The lecturer gave the assignment problems the next class topic.</li> </ul>

## III. Results

This research is an evaluation of the implementation of the "Independent Campus Independent Learning Program (MBKM)" from the Ministry of Education and Culture, namely Teaching Practitioners with a Short Collaboration scheme (two virtual meetings, each face-to-face for two hours). Selected practitioners have a concentration of expertise in Marketing, Affiliate Marketing, Market Research, Management, Market Development, Administrative, Sales Management, Digital Marketing, Social Media Marketing, and SEO Marketing. The background of the teaching practitioner fits perfectly with the Marketing course designed at the fourth and fifth meetings. The meeting discussed the material about Segmentation, Targeting and Positioning ('STP'), and Product Development. Lecturers communicate with practitioners through Whatsapp to design a combination learning method PBL and FC.

The first step taken by students is given a specific problem that must be solved and understand the material related to the concept of material Segmentation, Targeting, Positioning ('STP'), and product development for the tofu industry center in Sumber Mulya village, Jogoroto sub-district, Jombang. Pre-conditioning with learning materials is done digitally through videos that can be downloaded by students. Second, students develop problem-solving skills and become independent students. Students find further information via the internet either journals ore-books to find solutions and solve problems during self- study, then proceed with regrouping and compiling information. This process provides an opportunity for the process of integrating new

knowledge to solve problems given by practitioners.

To find out the Effectiveness of Collaborative Teaching Practitioners with a Combination of Methods PBL and FC in the Marketing course, data analysis techniques were used with the paired sample t test with the results shown in table 2.

**Table 2. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	64.4000	25	21.38535	4.27707
	POST TEST	79.5200	25	23.98458	4.79692

Based on table 2, there is data for a total of 25 students and the average obtained Pre Test is equal to 64, 4 with a standard deviation 21, 38 and the average standard error is 4.27 while for Post Test shows that the average is 79.52, a standard deviation 23.98 and average a standard error of 4.79. While in table 2 the data is obtained from Paired Samples Tested as follows.

**Table 3. Paired Samples Test**

		Paired Differences					t	Df	Sig(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST -POST TEST	-1.51200E1	18.03774	3.60755	-22.56561	-7.67439	-4.191	24	.000

Based on table3, shows the level of significance Pre Test and Post Test equal to 0.0000, which means that there is a difference in the average learning outcomes before and after applying a combination learning PBL and FC. This means the Effectiveness of the Combination of Methods PBL and FC in the Implementation of the Teaching Practitioner Collaboration Program in the Marketing course is classified as effective because there is a difference/increase in students' understanding of the material provided.

To find out the students' attitudes toward the combination of FC and PBL toward teaching practitioner in the marketing course,. Th data analysis techniques were used with the descriptive statistics with the results shown in table 4.

**Table 4. The Results on Students' Attitudes toward the Combination of FC and PBL toward Teaching Practitioner in the Marketing Course.**

Research Aspects	Item No	Mean Score	SD	E Mean Score	Attitude
The Use of Video	1	2.80	0.57	2.60	Positive
	6	2.50	0.58		
	8	2.52	0.59		
Motivation	3	3.19	0.47	2.80	Positive
	7	2.52	0.58		
Self-paced Learning	11	1.59	0.52	2.25	Negative
	18	2.91	0.64		
Engagement with the Context	5	3.21	0.59	3.08	Positive
	15	2.95	0.62		
Student-Teacher Interaction	2	3.15	0.52	3.09	Positive
	20	3.00	0.49		
Peer to Peer Interaction	4	3.21	0.46	3.21	Positive
	12	3.21	0.46		
The Nature of Pre Class Activities	10	3.11	0.51	2.97	Positive
	14	2.97	0.49		
	19	2.85	0.45	3.07	positive
The Nature of in Class Activities	9	3.12	0.56	3.25	Positive
	16	3.25	0.62		
	17				
Effectiveness of the combination of FC and PBL	13	3.25	0.63	3.25	Positive

In general, the results claimed that students had a favorable attitude toward the implementation of a combination of FC and PBL in the marketing course was ( $M = 2.92$ ). The combination of FC and PBL toward educating practitioner in the marketing course is one of the nine characteristics of the f. The use of video ( $M = 2.60$ ), motivation ( $2.80$ ), engagement with the contents ( $M = 3.08$ ), student-teacher interaction ( $M = 3.09$ ), peer-to-peer interaction ( $M = 3.21$ ), the nature of the pre-class activities ( $M = 2.97$ ), the nature of the in-class activities ( $M = 3.07$ ), and the effectiveness of the FC and PBL to teach practitioners in the marketing course ( $M = 3.25$ ), were all investigated in the current study. It showed by mean scores more than  $2.50$  ( $M > 2.50$ ). It showed a positive mindset regarding the use of combination of the FC and PBL to teach practitioners in the marketing course. as showed by mean scores more than  $2.50$  ( $M > 2.50$ ).

It indicates that after implementing a combination of FC and PBL toward teaching practitioner in the marketing course, the students believed they could manage their study by using video at home, gained a better understanding of the contents or materials they were learning, and had better interactions with the teacher and peers. Furthermore, the students had positive attitudes toward the activities that took place during the pre-class and in-class sessions. In contrast to the eight good elements of the combination of FC and PBL for teaching practitioner in the marketing course, the students had a negative attitude toward self-paced learning ( $2.25$ ). They had during their participation in the toward the combination of FC and PBL toward teaching practitioner in the marketing course ( $M = 2.25$ ). The negative attitudes were evident from the mean score of the one aspect which were lower than  $2.50$  ( $M \leq 2.50$ ). They had used a blend of FC and PBL to teach practitioners during their involvement in in the marketing course ( $M = 2.25$ ). The mean score for the one aspect was less than  $2.50$  ( $M 2.50$ ), indicating negative attitude.

#### **IV. Discussion**

Based on the result on table 2 and 3, it shows that there is an effect of the combination of FC and PBL toward teaching practitioner in the marketing course by comparing the score of pretest and post test in one class as the pre experimental research. It shows that the post test which has been taken after the students got the treatment of the combination FC and PBL was higher than the pretest score which has been taken before treatment. This research result is in line with Chis et al. (2018), Munawaroh et al. (2022) and Maulana (2017) that PBL has an impact on the students' achievement in their learning process in the higher education setting. A greater average value of learning achievement is produced by the employment of PBL models, according to Hendarwati (2021); Kladchuen, Srisomphan, and Munawaroh (2022). Therefore, problem-based online learning can enhance entrepreneurial learning.

This research supports the opinion that "The combination of methods PBL and FC create a learning atmosphere edutainment and authentic learning" (Chis et al., 2018). In line with this" FC based on learning principles edutainment for creating an active learning environment. Through video, learning can be done anytime and anywhere, not limited to the classroom. Whereas PBL focuses on students solving problems. Based on the research that has been done" (Hmelo-Silver & Barrows, 2006) it is revealed that "students who learn to use PBL more able to add knowledge to solve new problems, as well as utilize learning strategies to direct themselves (self-directed learning strategies) more effective than students learning from the traditional curriculum". Thus "a combination of PBL and FC allows students to spend time outside the classroom to learn and inside to solve problems. (Chis et al., 2018).

The role of the teaching practitioner is to get the problem solved closer to the real world. Practitioners are better able to do a kind of experience testimonial that successfully solves the problems

discussed. Students are more interested in exploring ways to find solutions/answers to the problems discussed because they can imagine real or authentic. Moreover, practitioners have accurate data to parse the problems discussed. The results of the student experience are more intact in solving problems, theoretical studies carried out through the process of FC can be applied to the problem being solved with the guidance of a practitioner.

The findings from the questionnaire in general showed that the students had a positive attitude towards Combination of Methods PBL and FC in the Implementation of the Teaching Practitioner Collaboration Program in the Marketing course. This research supports the opinion that "The combination of methods PBL and FC create a learning atmosphere edutainment and authentic learning" (Chis et al., 2018).

In line with this" FC based on learning principles edutainment for creating an active learning environment. Through video, learning can be done anytime and anywhere, not limited to the classroom. Nouri (2016) also found that 75% of the students showed a positive attitude towards the FC implemented in the study. The findings also corroborated with that of Singay (2020) who found that Bhutanese students had a positive attitude towards the flipped learning model. This finding is significant because students who have positive attitudes towards learning tend to have better achievement. As reported in many previous research findings, a FC enables students to collaborate and interact with their peers (Chen & Chuang, 2016; Flores et al., 2016; Zainuddin & Halili, 2016) and teachers (Dickenson, 2016; Sun & Wu, 2016). With better classroom interaction, learning

can be more effective due to the exchange of information during the teaching and learning process. The students also reported that the FC helped them understand the contents or materials better. They could manage their own learning to meet their learning needs, such as their preference on the time and place, sources of materials, and learning pace. Buitrago and Díaz (2018) also found that the majority of the respondents reported that a FC provided flexible learning time and spaces as well as various ways of accessing information. With the flexibility that a FC offered, students can be more engage.

Then the previous studies dealing with problem -based learning (PBL) also support this current study. This current study also in line with in Munawaroh, et al. (2022), Demirel(2016), and Batd's (2014) that When compared to conventional instruction, PBL has a great impact on students' attitudes toward teaching and learning process. It is also similar with the effective teaching strategy toward students' learning style, interest, attitude and achievement. it is more optimally achieved if they are facilitated with E-PBL model as the innovative teaching strategy. This study found that the students with different learning style, interest and higher achievement were accomodated with EPBL, but they should be provided with more intensive guided to be able to engage in their learning process (Munawaroh, et al.2022).

## V. Conclusion

The present study showed that the combination of FC and problem based- in the Marketing course is classified as an effective teaching strategy. It was proved from the first research result measured by comparing the students' pretest and posttest using inferential statistics analysis to test the students 'scores between pretest and post-test in pre -experimental design. The result showed that the posttest was higher than pretest. Then the second research result showed that in general, the students expressed a positive attitude toward the implementation of the combination of FC and problem based- in the Marketing course. It was proved from the second result to answer second research question by employing students' attitude questionnaires. The result of mean score showed was  $M = 2.92$ . It means that the mean scores more than 2.50 ( $M > 2.50$ ). It showed that the students had positive attitude in general.

This study needs some further studies although it can add to students' attitude the combination of FC and PBL teaching method may be preferable to the conventional lecture-based classroom in the teaching of marketing courses. Further improvements are required for it to be widely accepted and adopted. Therefore, this study will be better if the collaboration process between lecturers and practitioners is carried out earlier through several meetings through the application 'zoom' Relatively few meetings with students can be maximized with good planning discussions between lecturers and practitioners.

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