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Increase creativity and activity in the creative study of problem solving-based human resource management

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Abstract

The purpose of this study was to determine whether through cooperative learning method problem solving type can improve learning outcomes of human resource management in learning human resource management material multiplication and division of fractions and decimals. This research uses two cycles of action research. Each cycle consists of four stages, namely: planning, implementation, observation, and reflection. The target of this research is students who take human resource management courses at PGRI Adi Buana University in the 2021/2022 academic year. The data obtained in the form of formative test results, observation sheets of teaching and learning activities and interviews. From the results of the analysis, it is known that student learning achievement increases from cycle I to cycle II, namely the average value of the first cycle is 73 and learning completeness is 75% and the second cycle the average value is 78.5 and learning completeness is 85%. This increase is also influenced by the level of activity in the creative process which is very good. The collaborative process that occurs produces an experience in interacting so that it can improve problem solving skills through the creative process. The conclusion of this study is that problem solving methods have a positive effect on increasing student achievement and learning, motivation taking human resource management courses at the PGRI Adi Buana University in the 2021/2022 academic year, and this learning method can be used as an alternative learning in subjects human Resource Management.

Keywords: creativity, activity, problem solving, human resource management

Introduction

Learning is a place to gain experience in solving problems in life (E. van Laar, van Deursen, van Dijk, & de Haan, 2019; Ester van Laar, van Deursen, van Dijk, & de Haan, 2017). The development of the world of technology which has now reached the peak of its sophistication in filling various dimensions of the needs of human life (Bourgeois-Bougrine, Latorre, & Mourey, 2018; Liu & Butzlaff, 2021). This technological advancement must also be balanced with an increase in human resources (Di Vaio, Palladino, Hassan, & Alvino, 2020). The global era marked by advances in information technology, the automotive industry, banking, and other business worlds is clear evidence of the increasing role of human resources in the technological revolution (George, Merrill, & Schillebeeckx, 2020; Morales-Martinez, Ángeles Castellanos, Ibarra Ramírez, & Mancera Rangel, 2020).

Good resource management is to prepare skills in the form of creativity to be able to adapt to the environment in which they work and live (Suryanto, Degeng, Djatmika, & Kuswandi, 2021). Problem solving experience must be given in a direct and planned manner so that it becomes a useful skill in solving future problems (Dash, 2021; Gregory, Hardiman, Yarmolinskaya, Rinne, & Limb, 2013; Huang,

2019). Human resource management is a very important field of study for both individuals and institutions (Alkahtani, Nordin, & Khan, 2020; Borowski, 2021). If learning human resource management in every aspect of human life cannot be separated from the applicable principles or learned about human resource management in managing problems in their lives (Shepherd, 2018; Ester van Laar et al., 2017). The lack of problem-solving abilities of students in learning is caused by many factors that influence it, including weak cognitive abilities of students, unprofessional teaching methods by lecturers, material that is too abstract, methods that do not stimulate active students. In lessons and so on, while problem solving skills become the learning goals needed in their lives (Belland, Kim, & Hannafin, 2013; Dash, 2021). Direct involvement of students in learning can also affect student activity, when learning is dominated by lecturers, interest in learning becomes obedient so that their activeness in learning will also be low, learning that involves students directly increases creativity during learning (Arends, 2012b; Suryanto et al., 2021; Thuneberg, Salmi, & Bogner, 2018).

The purpose of this research is to reveal how problem solving learning is able to activate and increase students' creativity in learning. Creativity is able to find various human resource management problems and find creative solutions so that students can use them in the future.

Method

This research was conducted at the PGRI Adi Buana University, where the researcher works as a lecturer. This research was conducted by classroom action research, which was carried out in two cycles where the time allocation for each cycle was two meetings. The subjects chosen as research materials are human resource management, multiplication and division of fractions and decimals. The subjects of this study were students who were taking human resource management courses in the economic education program at the PGRI Adi Buana University, totaling 20 students. Characteristics of students seen from the level of ability and absorption of students vary widely, because the input obtained from new students does not go through a selection process. The instrument used is a test of learning outcomes, activity observation and creativity. The data needed in this study were obtained through observation of student and lecturer activities, as well as formative tests. In this study using qualitative descriptive analysis techniques.

Results

Cycle 1

At this stage, various responses emerged from students who felt helped by the use of this method in learning activities. They feel that this method makes it easier for them to know their strengths and weaknesses when compared to other methods. By applying problem solving learning the average value of student learning achievement is 73 and learning completeness reaches 75% or there are 15 out of 20 students who have finished studying. These results indicate that in the first cycle classically students have not finished studying because students who get a score of 65 are only 75% less than the desired percentage of completeness, which is 85%. This is because students are still confused with the subject matter and feel new and unfamiliar with the new methods applied in the teaching and learning process. In addition, their level of creativity is also not maximized because their level of activity in solving problems is also low.

In cycle 1, there were several problems that could not be solved, for example, there were still some children who got low scores, there were children who complained about human resource management who still did not understand in depth, the creative process that occurred was also not optimal due to guidance in solving problems. Given, it is not yet fully understood how the learning procedure is carried out and there are still children who have not been able to focus their attention on the lesson during the teaching and learning process. In the implementation of teaching and learning activities, information is obtained from the observations as follows: (1) the motivation given to students and in exploring students' ability to work together is still lacking. (2) poor time management, (3) students are less enthusiastic during the learning process. (4) The ability of students in the creative process is still low, especially in formulating problems and finding solutions.

The implementation of teaching and learning activities in the first cycle is still lacking, so a revision is needed to be carried out in the next cycle. (1) Motivate students by inviting students to be more

active in the collaborative learning process. (2) Lecturers must pay attention to the available time allocation. (3) Lecturers must be more patient in guiding students so that students feel comfortable. (4) Lecturers should be better at supervising student activities so that all students are actively involved in learning.

Cycle 2

In cycle 2, there is an individual approach for students who still have difficulty understanding the material being taught and are still afraid to ask questions. Achievement in cycle II the average value of student learning achievement is 78.5 and learning completeness reaches 85% or there are 17 students out of 20 students who complete learning and this is better than the first cycle, which is 75%. These results indicate that in the second cycle the research objectives have been achieved. The creative process also increases because they already understand the problem-solving procedure. The creative process is better because of the increased interaction so that knowledge sharing is more exciting. In the second cycle, there were several improvements. The number of students who meet the criteria for mastery learning increases when compared to cycle I. However, there are still students who have not been able to follow the lesson well and the results achieved during the evaluation are also not good.

In line with the learning studies mentioned above, the following findings can be given: (1) During the learning process, lecturers have implemented problem solving type cooperative learning methods well, although there are still some things that need to be improved. (2) The percentage of student learning outcomes in human resource management subjects that use problem solving type cooperative learning methods is better than lectures and assignments. (3) From the data from the observation of student learning activities, it is known that the student learning atmosphere looks fun. (4) Weaknesses in the previous cycle have been improved and improved even though they are not optimal.

Discussion

Mastery of student learning from pre-cycle to cycle 2 continues to increase. Complete learning at the time of the pre-cycle was 10 (50%) students with an average value of 60.7. In the first cycle, learning completeness reached 15 (75%) students with an average score of 73. And learning completeness in the second cycle was 17 (85%) students with an average score of 78.5. This is the result of improvements in learning carried out by lecturers.

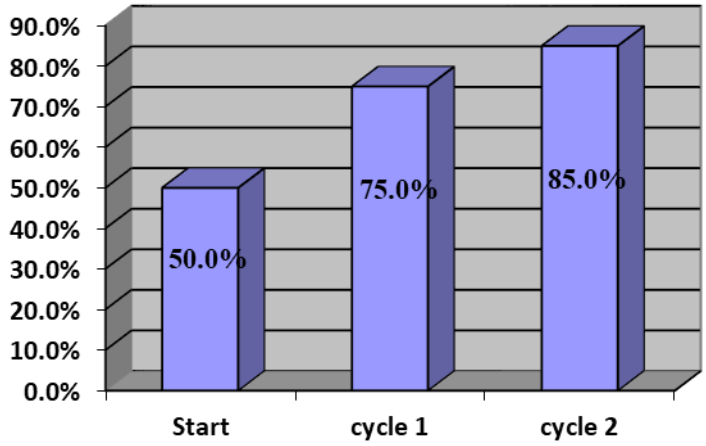

Figure 1 Creativity Chart

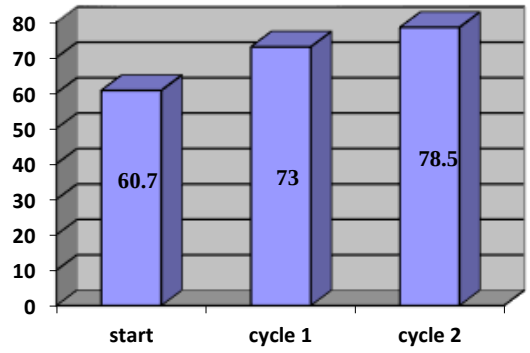

Figure 2 Graph of Student Average Score

Students who took human resource management courses at the PGRI Adi Buana University in the first cycle seemed still clumsy in carrying out human resource management learning with problem solving methods. Most students like to learn by using problem solving methods because they are directly involved in finding solutions to the given problems which also increase their interaction. Problem solving learning increases their motivation in learning because they are directly involved in the learning process (Gregory et al., 2013; Pennequin, Questel, Delaville, Delugre, & Maintenant, 2019; Suryanto et al., 2021). This can be seen from the increasing enthusiasm of students in participating in learning which can be seen from student activities which increase from cycle 1 to cycle 2. Providing direct experience through the learning practices provided increases student motivation in learning (Arends, 2012a; Bandura, 1982; Skar et al., 2021; Thuneberg et al., 2018). Likewise, lecturers seem to find it easier to instill the concept of human resource management, so that the lecturer's ability to manage learning is getting better and increasing from cycle 1 of research to cycle 2.

Based on the observation sheet data, it is known that the value of student activity in learning human resource management using problem solving methods increased from 28 in cycle 1 to 30 in cycle 2. The creative process can occur if all students are actively involved in learning. By working together to find the best solution. (Huang, 2019; Nemiro, 2021; Quigley, Herro, & Jamil, 2017). The comparison of the percentage of student activity in implementing learning using problem solving methods in cycle 1 and cycle 2 can be seen in Diagram 3.

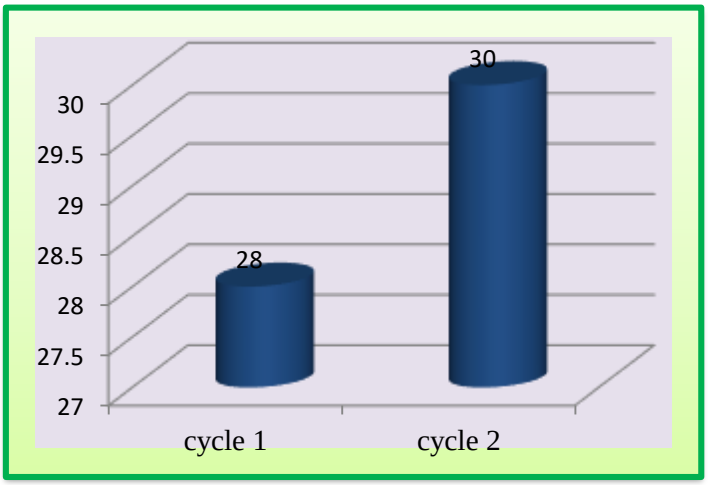

Figure 3. Diagram of student activity assessment cycle 1 and cycle 2

From the observation sheet data regarding the assessment of the ability of lecturers in managing learning also increased where in the first cycle by 70.3% increased to 90.6% in the second cycle, thus increasing by 20.3%. Involving students' active roles in collaborative processes improves social skills in interacting with one another (Cacciamani, Perrucci, & Khanlari, 2018; Forde & Torrance, 2020; Vescio, Ross, & Adams, 2008). Thus it can be said that the implementation and management of human resource management learning using problem solving methods needs to be done properly. Comparison of the assessment of the ability of lecturers in managing learning cycle I and cycle II can be seen in the following diagram 4.

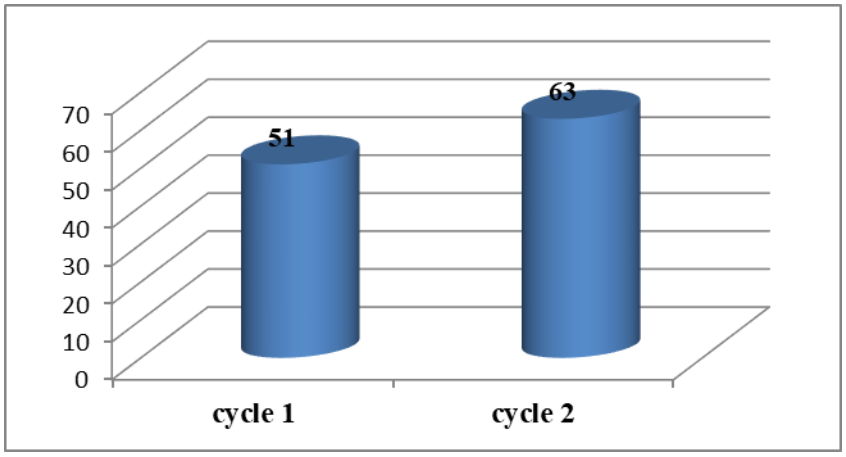

Figure 4. Comparative diagram of lecturer ability assessment in managing learning cycle 1 and cycle 2.

Conclusion

From the results of learning activities that have been carried out for two cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows: (1) Learning with problem solving methods has a positive impact on increasing student achievement which is marked by an increase in student learning mastery at each cycle. , namely in the first cycle 75% to 85% in the second cycle. (2) Application of effective problem solving learning methods to improve students' ability to solve problems related to human resource management

Suggestion

From the research results obtained, so that the teaching and learning process of human resource management can be more effective and provide results that are more in line with the learning objectives, the suggestions submitted are: Selection of time and topics that can really be applied to problem solving methods so that learning outcomes can be obtained optimally. Improving student achievement, providing opportunities for students to be directly involved in learning more often train students with discovery activities, even at a simple level, because experience allows students to discover new knowledge, acquire concepts and skills, so as to have skills in solving problems. The problem, he is facing.

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