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Nonlinear Analysis of Problem-Based Learning Models and Social Entrepreneurship Approaches in Enhancing Personal Social Responsibility

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Abstract:
This study aims to examine the use of Problem-Based Learning Model and Social Entrepreneurship approach in learning packaging design in Visual Communication Design (VCD) Study Program to increase students' personal social responsibility. Data collection instruments consisted of observation sheets and questionnaires. The test subjects in this development research were 70 students. Data collection methods were interviews, questionnaires, and observations. The trial was carried out through a field trial which was analyzed by means of qualitative and quantitative descriptive analysis. The results showed that the mean or average value of personal social responsibility increased to 30.77 higher than conventional learning which was only 24.57 and post-test control group design testing with a significance value of 0.000 < 0.05, it can be stated that the use of the Problem-Based Learning model and the Social Entrepreneurship approach can increase students' personal social responsibility in the VCD Packaging course. This finding makes an important contribution to the development of the VCD curriculum, especially in integrating problem-based learning and social entrepreneurship to produce graduates who are competent and ready to face the challenges of the growing creative industry.

Keywords: Problem-based Learning; Social Entrepreneurship; Personal Social Responsibility.

1. Introduction

Visual Communication Design (VCD) has grown into one of the most important fields of study in society, with a growing number of colleges offering these courses. VCD focuses on developing effective visual messages for a wide range of communication purposes, involving design elements, design principles, composition, layout, and relevant design techniques. As a branch of visual arts and graphic arts, VCD uses visual language as the primary force in conveying messages, which include everything that can be seen and used to convey meaning, message, and meaning.

In the context of VCD learning, in particular packaging design, visual language and design principles are used as the basis for creating attractive and effective packaging. Effective package design plays an important role in attracting consumer attention and protecting products, especially in today's competitive industrial era. The visual media in the delivery of information also supports the learning process and produces a positive impact on students. In line with the independent curriculum and entrepreneurship in higher education, colleges strive to develop students' entrepreneurial skills and social responsibility. A well-designed entrepreneur education program can provide students with knowledge and practical skills, preparing them to face the world of work or start their own business

after graduation. One of the relevant approaches in learning packaging design is the Social Entrepreneurship approach.

Social Entrepreneurship encourages individuals or groups to create positive change for society by capturing missing opportunities, improving systems, and creating innovative solutions. In the context of learning packaging design, this approach teaches students to consider social and environmental aspects in every design they make. Through Social Entrepreneurship, students can develop innovative ideas and solutions to address social and ecological problems, while enhancing their social entrepreneurial skills.

The concept of Problem-based Learning was first introduced by John Dewey (1859-1952), who advocated "learning by doing" rather than passive learning. Problem-based Learning is an approach to learning that uses real-world problems as contexts for students to develop problem-solving skills, as well as acquire essential knowledge and concepts of the subject matter. Problems-based learning encourages students to explore and learn the concepts behind the complex problems of the real world, thus enabling them to develop case studies of such problems(Sholeh, 2023). This approach makes the learning process more active and interactive, where students can develop solutions actively rather than just absorb knowledge passively. Problem-based Learning requires a holistic and contextual approach to enhancing personal attitudes of social responsibility.

One approach that can be used is the Social Entrepreneurship approach. Students are taught to consider social and environmental aspects in packaging design development. Social Entrepreneurship plays an important role in guiding students in developing innovative ideas and solutions to address social and environmental problems. Through social entrepreneurship, students can gain knowledge and practical experience that are useful in developing social enterprise skills and problem-solving skills. Students engaged in social enterprises become agents of change who have a social mission, care, and attention, and use their leadership to create new opportunities in providing solutions to social problems in society.

In a field study, it was found that no specific strategy has been used as a tool for achieving competence in enhancing personal social responsibility. Students have limited knowledge and understanding of personal social responsibility, which is the importance of individual efforts inining and improving the quality of their social and environmental environment through positive social action. Because of their lack of awareness of relevant social issues, they have difficulty identifying the root of the problem, designing effective solutions, or measuring the social impact of packaging design. Other challenges that have emerged include difficulties in communicating effectively, managing conflict, and working in teams. Personal social responsibility students as individual character-shapers to be more tolerant, friendly/communicative, caring for the environment, social caring, and socially responsible in learning to design packaging.

Based on these conditions, there is an impact that in the presentation of packaging design learning, not only presents the content of the material or teaching material that has been compiled, but also needs to enhance a better understanding of the social challenges and how package design can contribute to positive change. Therefore, more effective learning strategies are needed to enhance students' competence in providing packaging design solutions with a Social Entrepreneurship approach, as well

as instilling a spirit of entrepreneurial focus on personal social responsibility. With this background, this article will discuss the importance of increasing personal social responsibility by using the Problem-based Learning (PBL) learning model collaborated with the Social Entrepreneurship approach in learning packaging design in Higher Education for Visual Communication Design study programs.

2. Literature review

The word "media" comes from the Latin "medius" which literally means mediator, intermediary, or conductor. The media is the delivery of messages from the sender to the recipient; thus, the media is a learning information distributor or message distributor (Rusman, 2013). According to the National Education Association (NEA), media is a form of communication, both printed and audiovisual, as well as its tools. The media should be manipulable, visible, heard, and readable (Sadiman, 2012). Based on the above opinion, it can be concluded that the media is a tool used to promote a learning so that it can run well. The media can also be understood as a link between the provider and the recipient of information. Learning media is any form of communication tool that can be used to transmit information from the source to the student in a planned way so that a conducive learning environment is created, in which the recipient can perform the learning process efficiently and effectively (Arsyad, 2013).

Packaging is not just an industrial necessity, it also acts as the added value of a product. Packaging serves as an effective means of information and marketing, especially if it is designed creatively and attractively to be memorable by consumers. Packaging involves design structure, graphic design, and product information. However, the view (Danger, 1992) sees packaging as a container or envelope that helps the preparation of goods to be transported, distributed, stored, sold, and used; with packaging, the products in it will be protected. Describes packaging as a creative design that combines structure, materials, shapes, colors, and design elements with other product information to facilitate marketing.

Visual Communication Design (VCD) as a design discipline covers a variety of creative aspects, including packaging design. In the context of learning packaging design, visual language and design principles are used as the foundation for creating effective package design. Students learn to apply visual elements, design principles, and relevant design techniques to convey brand messages, attract consumer attention, and create positive experiences through product packaging. Therefore, the selection and use of tools in manufacturing learning is a crucial factor that must be carefully considered in order to effective learning outcomes.

A creative and attractive packaging design can enhance the appeal of a product and help the consumer remember it. Packaging design involves various aspects, including design structure, graphic design, and product information. It creates a visual experience for consumers and plays an important role in marketing. In the context of learning packaging design, students learn to apply visual elements, design principles, and relevant design techniques. They use their creativity to convey brand messages, attract consumer attention, and create positive experiences through packaging design.

Packaging design has become an integral part of marketing and visual communication strategies in the modern industry. Packaging design education at college emphasizes mastery of design principles, visual techniques, and an understanding of market trends as well as consumer needs. PBL develops

critical thinking, analysis, and problem-solving skills through interactive and collaborative learning processes. In the context of VCD, PBL can be used to enhance student packaging design skills by giving them real problems to solve, such as designing packaging for UMKM products.

Social entrepreneurship is an approach that combines entrepreneurial principles with social goals to create a positive impact on society. Dees (2007) states that social entrepreneurship focuses on innovation, sustainability, and social problem solving. Arneson (2007), Personal Social Responsibility is a moral principle that requires individuals to be responsible for the social and environmental impacts of their actions. Personal social responsibility emphasizes the importance of the individual's social responsibilities to the social environment and its environment. Ganiem (2015) offers an approach to student character formation based on the nature of altruism, namely Personal Social Responsibility. Learning packaging design, Personal social responsibility expects students to identify social and environmental problems around them, finding creative and innovative solutions to address them.

Martono (2012), the process of social change involves individuals as agents of change. The use of individuals as agents of social change is based on the assumption that individual change will affect the social structure. (kelompok atau organisasi). It means that change is experienced by individuals not only for personal gain, but also for larger purposes, such as the benefit of groups or organizations, the improvement of relationships between groups, or the development of society as a whole. Moreover, individuals are the smallest component of a social system, so changing individuals is relatively easier than changing groups or societies in general.

As agents of change in society, the role of students is crucial in helping less skilled entrepreneurs design packaging. Through their ideas, ideas, and creativity, students are able to design or re-design the visual appearance of packaging products according to the needs of the user. At the VCD Packaging course, students have acquired knowledge about the principles of package design, packaging design techniques, as well as visual communication strategies that can help them in designing attractive and effective packaging. However, not many colleges provide effective learning models by encouraging students to identify opportunities in society to drive change and solve social problems.

In line with Ciputra, a prominent Indonesian entrepreneur, he suggested that college graduates should have an entrepreneurial education capable of turning things considered worthless into valuable. College is the last place where entrepreneurial skills are emphasized, with the aim of ensuring that graduates become citizens capable of developing themselves independently (Kaswan, 2017).

Jadmiko, et al. (2022) in his article stated that designing an entrepreneurial education curriculum, colleges should not only focus on the business entity to be created, but also pay attention to the social element. Entrepreneurial involvement must take into account the social aspects that occur, so that students can be expected to be agents of social change that can help governments in solving various social problems. Educational institutions, whether schools or colleges, have a role as lighting towers in the community and providing light to the local community. This view is in line with Wuradji's (1988) about school as social control and social change. As control, school can correct children's bad habits at home and in society. As a social change, schools can emulate values, produce good citizens, and create new science and technology.

Martono (2012), the process of social change involves individuals as agents of change. The use of individuals as agents of social change is based on the assumption that individuals who undergo change will affect the social order, group, or organization. That is, the change of individuals not only for their own benefit, but also for larger purposes, such as the benefit of groups or organizations, the enhancement of intergroup relations, or the development of society as a whole. Students can act as agents of social change that can slowly transform a group of societies through their knowledge and skills.

Hasanah (2018) in his article stated that social entrepreneurship project activities are very important to help students build independence in the midst of the challenge of finding a job. Colleges must be able to produce graduates who are ready to compete in the world of work and are able to create employment opportunities by providing knowledge and entrepreneurial skills that also have a high level of social sensitivity. It's aimed at changing the surroundings. Hasanah (2018), increased public knowledge related to skills as a capital to increase the added value and income of the community. In other words, these activities are beneficial to the students involved, the community, and also the college, such as providing a balance between academic skills, attitudes, and work in order to develop themselves and the community as a social entrepreneur who is professional, independent, and innovative to the opportunities available.

3. Research methods

Effectiveness analysis of the Problem-Based Learning Model and the Social Entrepreneurship Approach is supported by analysis of field trials in experimental classes, whether the model can enhance the ability of Personal Social Responsibility. The data used as the component of the analysis includes the results of student attitude assessments. The research design used is the Pretest-Postest Control Group Design, there are two classes that are selected directly, then given pre-test to find out the initial state, whether there is a difference between the experimental class and the control class (Sugiyono, 2019). The processing of the pickup data first performs the validity test of the Pearson Correlation Indicator for each detail of the instrument statement and the Alpha Cronbach reliability test continues the prerequisite test. The parametric statistical prerequisite test steps in this study include the normality test and the homogenity test. Independent sample t test is used to find out if there is an average difference between two non-pairing samples.

4. Results

In this study, the experimental class and control class were selected without a randomized process, so this research design is in the form of Nonequivalent (Pretest and Posttest) Control Group Design. According to Sugiyono (2017), the Nonequivalent (Pretest and Posttest) Control Group Design is the most popular approach in quasi-experiments, where the experimental group and control group are not randomly selected. Both classes are given a pretest and posttest, but only the experimental group gets the treatment. The experimental group was treated using Problem-based learning model steps with Social Entrepreneurship approach. This learning step is a modification of the steps of Problem-based Learning and Social Entrepreneurship Approach. These steps are combined with indicators of how the learning process of personal social responsibility skills. The learner can organize collaborative activities in the classroom that involve students in discussion, brainstorming, or problem solving. The

learner will encourage students to be independently creative and responsible for their ideas and try to see the potential problems or challenges they may face in carrying out their plans and ensure each student chooses and knows the steps of making the packaging design that will be produced by considering the impact of packaging on the environment.

4.1 Pre-Test Personal Social Responsibility

In this study, the researcher obtained data from the results of the pre-test and post-test conducted in the experimental group and the control group. Pre-test is an ability test given to the subject before being given treatment, while post-test is an ability test given to the subject after receiving treatment. The following is the pre-test data conducted in the experimental group and control group, which can be seen in the following table.

4.2 Personal Social Responsibility Pre-test Analysis Requirements Testing

The analysis requirements test is carried out so that the conclusions drawn do not deviate from the truth that should be drawn. Before the analysis is carried out, several analysis requirements tests are first carried out which include normality and homogeneity tests.

4.3 Normality Test of Personal Social Responsibility Pre-test

The normality test is a test that is carried out before the data is processed based on the proposed research model. The data normality test aims to detect the distribution of data in one variable that will be used in the study. Good and feasible data to prove the research model is data that has normal distribution data. To test the normality used is the Shapiro-Wilk formula for a small sample (<100) with a significance level of 0.05. Based on the results of the Shapiro-Wilk normality test using SPSS Statistics 22, it is known that the significance of the personal social responsibility variable in the pre-test experiment obtained a sig value of 0.415 and the pre-test control obtained a sig value of 0.166. As for the normal requirement, if the significant value > 0.05, the residual value is normally distributed.

4.4 Homogeneity Test of Personal Social Responsibility Pre-test

The homogeneity test was carried out with the aim of showing that two or more groups of sample data that had been taken came from populations that had the same variation. The homogeneity test was applied to the data of the pre-test results from the experimental group and the control group. And based on the results of the data homogeneity test using SPSS 22, a sig value of 0.483 was obtained. The data homogeneity requirement is a significant value > 0.05, then the data is homogeneous.

4.5 Independent Sample t Test Personal Social Responsibility

The independent sample t test is used to determine whether there is an average difference between two unpaired samples. It can be seen in the table above that there are mean values in the pre-test values of the experimental class of 25.40 and 24.14 in the pre-test values of the control class. This value can be interpreted as the average of the experimental class is higher when compared to the average of the control class. From the results of the pre-test test above, it produces a significance value of > 0.05, then H_0 is accepted, H_1 is rejected. A significance value of 0.258 > 0.05 can be interpreted that before being given treatment there was no increase in students' personal social responsibility.

4.6 Post-Test Personal Social Responsibility

After the experimental group received treatment, then post-test was given to the experimental group and the control group. Post-test is a test of ability given to subjects after receiving treatment. The following are the results of the post-test personal social responsibility scores for students in the experimental class and control class.

Table 1 *Personal Social Responsibility Post-test Score*

Experimental Classes		*Control Classes*	
Respond	*Post-test scores*	*Respond*	*Post-test scores*
R1	30	R1	22
R2	28	R2	22
R3	33	R3	28
R4	23	R4	22
R5	36	R5	26
R6	35	R6	26
R7	35	R7	28
R8	34	R8	28
R9	35	R9	28
R10	30	R10	24
R11	33	R11	32
R12	36	R12	34
R13	38	R13	31
R14	20	R14	16
R15	30	R15	18
R16	34	R16	32
R17	35	R17	26
R18	34	R18	29
R19	36	R19	27
R20	35	R20	28
R21	29	R21	24
R22	32	R22	28
R23	25	R23	22
R24	25	R24	22
R25	30	R25	21
R26	32	R26	24
R27	35	R27	23
R28	27	R28	23
R29	28	R29	23
R30	30	R30	20
R31	28	R31	22

R32	23	R32	18
R33	28	R33	23
R34	30	R34	19
R35	25	R35	21

4.7 Personal Social Responsibility Post-test Analysis Requirements Testing

The analysis requirements test is carried out so that the conclusions drawn do not deviate from the truth that should be drawn. Before the analysis is carried out, several analysis requirements tests are first carried out which include normality and homogeneity tests.

4.8 Normality Test of Post Test Personal Social Responsibility

The normality test is a test that is carried out before the data is processed based on the proposed research model. The data normality test aims to detect the distribution of data in one variable that will be used in the study. Good and feasible data to prove the research model is data that has normal distribution data. To test the normality used is the Shapiro-Wilk formula for a small sample (<100) with a significance level of 0.05.

Table 2 *Case Processing Summary*

	Class	*Cases*					
		Valid		*Missing*		*Total*	
		N	*Percent*	*N*	*Percent*	*N*	*Percent*
PSR	Post-test Experiment	35	100.0%	0	0.0%	35	100.0%
	Post-test Control	35	100.0%	0	0.0%	35	100.0%

Table 3 *Results of the Personal Social Responsibility Post-test Normality Test*

	Class	*Kolmogorov-Smirnov*[a]			*Shapiro-Wilk*		
		Statistic	*df*	*Sig.*	*Statistic*	*df*	*Sig.*
PSR	Post-test Experiment	.137	35	.093	.945	35	.080
	Post-test Control	.128	35	.157	.972	35	.492

Based on the results of the Shapiro-Wilk normality test using SPSS Statistics 22, it is known that the significance of the personal social responsibility variable in the post-test experiment obtained a sig value of 0.080 and the post-test control obtained a sig value of 0.429. As for the normal requirement, if the significant value > 0.05, the residual value is normally distributed.

4.9 Homogeneity Test of Personal Social Responsibility Post Test

The homogeneity test was carried out with the aim of showing that two or more groups of sample data that had been taken came from populations that had the same variation. The homogeneity test was used on post-test data from the experimental group and the control group.

Table 4 *Results of Personal Social Responsibility Homogeneity Test*

Personal Social Responsibility			
Levene Statitic	*df1*	*df2*	*Sig.*
.062	1	68	.804

Based on the results of the data homogeneity test using SPSS Statistics 22, a sig value of 0.804 was obtained. The data homogeneity requirement is a significant value > 0.05, then the data is homogeneous.

4.10 Independent Sample t Test Personal Social Responsibility

The independent sample t test is used to determine whether there is an average difference between two unpaired samples.

Table 5 *Personal Social Responsibility Score Result*

	Class	*N*	*Mean*	*Std. Deviation*	*Std. Error Mean*
PSR	Post-test Experiment	35	30.77	4.453	.753
	Post-test Control	35	24.57	4.307	.728

It can be seen in the table above that there is an average or mean value in the post-test score of the experimental class of 30.77 and 24.57 in the post-test value of the control class. This value can be interpreted as the average of the experimental class is higher when compared to the average of the control class.

Table 6 *Result Sig. (2-tailed) Personal Social Responsibility Post-test*

			PSR Results	
			Equal variances assumed	*Equal variances not assumed*
Levene's Test for Equalit of Variances	F		.062	
	Sig		.804	
t-test for Equality of Means	t		5.921	5.921
	df		68	67.924
	Sig. (2-tailed)		.000	.000
	Mean Difference		6.200	6.200
	Std. Error Difference		1.047	1.047
	95% Confidence interval of the Difference	Lower	4.111	4.110
		Upper	8.289	8.290

The criteria for testing significant numbers are as follows:

H_0: The Use of the Problem-Based Learning Model and the Social Entrepreneurship Approach cannot increase students' Personal Social Responsibility in the VCD Packaging course.

H_1: The Use of the Problem-Based Learning Model and the Social Entrepreneurship Approach can increase students' Personal Social Responsibility in the VCD Packaging course.

The test criteria used the following significance figures:

If the significance number (Sig.) > 0.05, then H_0 is accepted, H_1 is rejected

If the significance number (Sig.) < 0.05, then H_0 is rejected, H_1 is accepted

The results of the post-test test above, produce a significance value of < 0.05, then H_0 is rejected, H_1 is accepted. A significance value of 0.000 < 0.05 can be interpreted that the use of the Problem-Based Learning Model and the Social Entrepreneurship approach can increase students' Personal Social Responsibility in the VCD Packaging course.

5. Discussion

Azqueta, Arantxa, & Sanz-Ponce (2021), the relationship between entrepreneurship and education has been the focus of attention over the past two decades (Kyrö, 2015). Education is recognized as an external factor that can increase interest in entrepreneurship (Carsrud, Alan & Brännback, 2011). Many articles place more emphasis on the influence of higher education, human capital theory (Bekkers & Wiepking, 2011) also provides an important understanding of the contribution of education in driving economic development through entrepreneurship (Unger et al. 2011).

Entrepreneurship in education involves more than just creating a business, it also includes the motivational competencies and aspirations of entrepreneurs (Neck, Heidi & Greene, 2011). Entrepreneurial approaches also vary depending on the stage of education, from broad understanding in primary and secondary to innovative process approaches in higher education (Welsh et al. 2016). Based on the problems that occur in the learning of the VCD Packaging course, a Problem-Based Learning Model and Social Entrepreneurship approach developed as a solution. This model was produced through the process of adapting the Problem-based Learning model combined with the Social Entrepreneurship approach. The purpose of this research is to produce a Problem-Based Learning Model and Social Entrepreneurship approach that can increase Personal Social Responsibility. One of the advantages of the Problem-Based Learning Model and the Social Entrepreneurship approach is to foster an attitude of social responsibility in students.

The ability of Personal Social Responsibility, if associated with this research, can be formulated indicators, namely (1) Responding to packaging materials that have an impact on environmental problems, (2) Presenting research results clearly and communicatively to partners about information on the impact of packaging, (3) Maintaining ethical principles in every decision in acting/behaving, (4) Caring and providing assistance to others, (5) Reducing negative impacts on the environment, such as contributing thoughts about environmentally friendly materials/materials, (6) Seeking information or data on environmentally friendly packaging materials, (7) Making good and wise decisions about the cleanliness of the surrounding environment, (8) Taking responsibility for the actions that have been taken in completing the design of environmentally friendly packaging designs, (9) Understanding the social impact of the actions that have been taken, (10) Care about the cleanliness of the surrounding environment.

Integrating problem-based learning with a social entrepreneurship approach into packaging design courses will allow students to gain problem-solving skills, practical experience, and an awareness of social responsibility in the design process. (Chinlon & Hui Tu, 2021). In addition, to ensure the employability level of new graduates, universities must equip their students with entrepreneurial skills that are important for graduates when they enter the community(Efendi, 2023). In addition, to reduce the unemployment rate, the government suggests that graduates be involved in entrepreneurial activities. The social entrepreneurship learning model will help in creating, developing and retaining the rising generation of social entrepreneurs while reducing the unemployment rate and developing more skills to the students (Roslan et al. 2019).

The focus of social entrepreneurship learning with a Problem-based learning model and Social Entrepreneurship approach that allows students to understand complex social and environmental problems and develop the skills and competencies needed to overcome these problems(Sholeh, 2023). Through problem-based learning with a social entrepreneurship approach, students solve real-world problems related to social and environmental issues to understand the broader social and environmental context and develop an attitude of taking social responsibility.

This research shows that there is a difference in the value of students' Personal Social Responsibility ability related to the learning process. The class that used Problem-based learning model with Social Entrepreneurship approach in this study obtained better scores than the class that used conventional learning model.

In this study, the researcher obtained data from the results of the pre-test and post-test conducted in the experimental group and the control group. Pre-test is a test of ability given to subjects before being given treatment, while post-test is a test of ability given to subjects after receiving treatment. From the analysis of pre-test data conducted in the experimental group and the control group, it was concluded that the results of the values of both variants were the same. After the experimental group received treatment, then post-test was given to the experimental group and the control group.

Based on the results of data analysis of students' personal social responsibility ability assessment in the experimental class after learning with the Problem-based Learning model with the Social Entrepreneurship Approach, it is known that the average score (mean) of the post-test score of the experimental class is 30.77 and 24.57 in the post-test score of the control class. Then, the results of the calculation with the t-test obtained a significance value based on the asymp column. Sig (2-tailed) of 0.00 or < significance of 0.05 (0.00 < 0.05). From the calculation results, the post-test data showed that the value of the experimental group was higher, which showed that the Problem-based Learning Model with the Social Entrepreneurship Approach could increase personal social responsibility.

6. Conclusion

In terms of students' personal social responsibility ability in the VCD Packaging course, after the experimental group received treatment or used the Problem-based learning model with a Social Entrepreneurship approach, the mean or average value of personal social responsibility increased to 30.77 higher than the conventional learning which was only 24.57. The result of Sig. (2-tailed) on the post-test shows a significance value of 0.000 <0.05, so it can be stated that the use of the Problem-

Based Learning Model and the Social Entrepreneurship approach can increase students' personal social responsibility in the VCD Packaging course.

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