

# Management Development of Problem-Based Learning

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## Article Info

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## Abstract

Problem-based learning has been used in high school classrooms for a long time. Despite all the theory and practical recommendations on the usefulness of problem-based learning, empirical research reveals that it primarily impacts problem-solving. Critical thinking problems and talents, but not necessarily knowledge. Various theoretical techniques, which are addressed in this work, can assist problem-based learning. After that, a detailed assessment of the empirical literature on problem-based learning is offered, focusing on its use in Informatics Technology Education classrooms. This study utilises the literature study approach to complete this study, which entails acquiring and analysing data from various sources. Existing theoretical concepts, such as problem-based learning, do not link theory with relevant research as well as new pedagogical theories. In problem-based learning, objectives and learning outcomes take precedence over time and resources. According to this study, problem-based learning will increase student learning assessment in the future.

## Abstrak

Kata kunci:  
*Pendidikan Manajemen;*  
*Pembelajaran Berbasis Masalah;*  
*Teori Konstruktivisme;*  
*Teori Montesso*

Pembelajaran berbasis masalah telah lama digunakan di Sekolah Menengah. Terlepas dari semua teori dan rekomendasi praktis tentang kegunaan pembelajaran berbasis masalah, penelitian empiris mengungkapkan bahwa hal itu memiliki dampak utama pada pemecahan masalah. Dalam hal ini terkait dengan masalah dan bakat berpikir kritis dan juga pengetahuan. Berbagai teknik teoretis, yang dibahas dalam penelitian ini, dapat membantu pembelajaran berbasis masalah. Pemaparan terperinci dari literatur empiris tentang pembelajaran berbasis masalah dipaparkan dengan fokus pada penggunaannya di ruang kelas Pendidikan Teknologi Informatika. Peneliti menggunakan pendekatan studi literatur untuk menyelesaikan studi ini, yang memerlukan perolehan dan analisis data dari berbagai sumber. Konsep teoritis yang ada, seperti pembelajaran berbasis masalah, tidak menghubungkan teori dengan penelitian yang relevan serta teori pedagogis baru. Dalam pembelajaran berbasis masalah, tujuan dan hasil pembelajaran didahulukan dari waktu dan sumber daya. Hasil penelitian menunjukkan bahwa pembelajaran berbasis masalah akan meningkatkan penilaian belajar siswa di masa depan.

## INTRODUCTION

Data technology learning must include problem-based learning. With a problem-solving platform method, students are directed to construct classroom management and problem-solving. The fact that it now does not share that enthusiasm. There is theoretical support for Problem-Based Learning, as well as numerous effective strategies for implementing it, but there is very little practical

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support for it (Marzuki dan Basariah, 2017; Mustofa & Hidayah, 2020). Finding a theoretical foundation for Problem-Based Learning in John Dewey's Constructivist approach to science education is significant (Cetin-Dindar, 2016; Lebovits & Bharath, 2019; McCaughan, 2013; Vanderstraeten, 2002; Xyst, 2016). In sum, the empirical support discovered in the literature shares only the combined support for Dewey's Constructivist philosophy as it relates to income platforms. Producing Problem-Based Learning turns out to be comparable. Can investigate a different theoretical foundation for Problem-Based Learning Another theoretical foundation that favours practical outcomes is more in line with what empirical evidence suggests. Montessori educational philosophy is one of the theoretical foundations (Saleh-Cipolloni, 2018).

Constructivism has branched out into philosophy, psychology, and even learning methodologies (Jones & Brader-Araje, 2002; Steffe & Kieren, 2020; Suhendi et al., 2021; Zaphir, 2019). This results in a paradigm change in educator perceptions of the teaching and learning process, both in and out of the classroom. Teachers become more aware of the importance of students taking an active role in their own learning because of constructivism. Along with this paradigm change in learning, learning methodologies that promote active student participation have been developed. One method for representing the construction process in the classroom is the Problem Based Learning (PBL) technique. This technique is not new, but it has been refined throughout time, particularly for science courses (Paristiowati et al., 2019; Pritasari & Jumadi, 2018; Yurniwati & Utomo, 2020). PBL is growing more popular because of educators' adoption of constructivism.

PBL implementation in the classroom does not always go according to educators' wishes. In the classroom, some difficulties may develop, particularly in Asian countries. PBL was developed in a democratic learning environment to provide students with greater possibilities to become learning centers. Teacher-student relationships in Asian nations (including Indonesia) are still highly stiff and formal. Teachers are used to filling classrooms with calm, non-questioning kids. Students, on the other hand, avoid engaging in lessons for fear of making mistakes because Asian cultures are intolerant of mistakes. PBL requires engaged classrooms and children who are willing to try new things to be successful in the classroom (Siriwat & Katwibun, 2017).

Teachers may also experience challenges in implementing PBL due to the organization or the PBL scenario itself. According to certain studies, PBL procedures frequently fail to owe to communication issues and a lack of resources. Dynamic classrooms, students' trouble working in groups, and PBL procedures with unclear meaning and purpose are all organized by educator experience. As previously said, PBL is intended to assist students in transitioning from teacher-centred to student-centred learning. This transition should be as seamless as possible to avoid any surprises for the pupils. Using PBL effectively necessitates careful planning and organization of learning. One way to organize an intriguing problem-solving process is to use Diagram V. This graph has been designed for a long time, but it has yet to be realized as a class organizing approach using the PBL method.

Educators such as instructors and personnel such as administrative personnel are among the most important fields in Education Administration/Management. The intensity of the world of education relating to humans can significantly distinguish between educational institutions/school organizations and other organizations. To carry out the process of accomplishing organizational goals effectively and efficiently, improving human resource performance necessitates methodical and intentional management. This means that human resource management is important to the success of every firm, large or small, regardless of industry. The importance of the human element as a solid and decisive resource in a company is recognized by Human Resource Management. It must be further developed to contribute to its own development completely.

A study titled Creating sustainable development change agents through problem-based learning was conducted previously. The findings of the study's first experiment revealed that integrating elementary school into the curriculum using an interdisciplinary problem-based approach is both possible and desirable. On the other hand, problem scenario-making strategies must be tailored to the "weaknesses" of sustainability challenges, as well as groups of students and institutions. (Perks, 2010)

did another study titled Problem-solving approaches of establishing extremely small enterprises. On the other hand, the study's findings show that most challenges may be solved by experimental learning, with human resources and financial difficulties being the most important areas for growth training. Many issues are computer-related, while others, such as stress management, are human-related. Workshops and mentoring are mentioned as potential problem-solving strategies. Another study, learning about problem-based learning: Student instructors combining technology, pedagogy, and content understanding, was undertaken by (So & Kim, 2009). This research yielded a theoretical explanation of PBL's instructional expertise. Their course design reveals a mismatch between technological tools, content representation, and pedagogical strategy, demonstrating that pedagogical subject knowledge is difficult to translate into pedagogically successful, integrated technology lessons. (Downing et al., 2011) conducted a study on the impact of problem-based learning on student experience and metacognitive development, in addition to the formal learning context, the findings of this study. The daily challenges posed by the problem-based curriculum's added new social context provide a fertile setting for developing metacognition and increased learning experiences. The effects of PBL on constructivist learning coaching and increasing student experience are examined in this paper. Originality/value. The use of the LASSI inventory as a pre- and post-metacognitive measure in students is unique in this study. This article proposes Montessorian theory, a new pedagogical theory for problem-based learning that aligns with theory and research than present theoretical conceptions. The application of Montessorian theory to problem-based learning can lead to a better understanding of the success of problem-based learning as well as a stronger focus on more exact learning goals and outcomes, with implications for future research, curriculum development, and supervision, in addition to the evaluation of management development learning outcomes.

## **METHODS**

This is a form of research that takes place at a library. This research refers to data or recorded information relating to re-selected review points, research that employs thinking in the form of notes as the foundation of the press to comprehend and analyse the meaning of design views in the form of expressions in both empirical and logical methods. In this study, there are two sorts of bases: the primary information base and the secondary information base. The fundamental information base is a repository of data that directly shares data with data collectors (Ummah, 2017). Secondary information, on the other hand, is a foundation that does not directly share information with information collectors, such as through others or lower information that researchers can obtain from many sources such as novels, newspapers, or the internet (Martono, 2014) This information will be divided into two categories: novel data and website data. The philosophical approach was applied in this study, and the appendix was used to formulate the fundamental basis of the display concept (Cassidy et al., 2020). Researchers aim to describe information collection parameters in this information gathering technique. On the other hand, content analysis is a form of analytical process used by the author here to analyse content that does not desire to be free of artificial understanding. In terms of methodology, this study aims to provide epistemological assumptions for descriptions that focus on reading analysis and emphasize the contexts around it as well as contextualization across time periods.

## **FINDINGS AND DISCUSSION**

Montessori philosophies, such as those applied to Problem-Based Learning, can aim for a better description of Problem-Based Learning's utility, a focus on better management goals and outcomes, as well as links to future research, curricular development, and training outcome evaluation in the categories of technology and data learning.

### ***What exactly is a platform management problem?***

The formulation and delivery for students of a very specific type of problem "disorganized and enabling for difficulties" is a distinguishing feature of Problem-Based Learning (Anazifa & Djukri, 2017). Assume that this is also a well-known earth issue. The case motivates learners to recognize the core difficulties given, set development benchmarks, and participate in self-administered management to solve problems in this case. The idea of self-presented stewardship in these circumstances is to promote data collection by understanding what students already know, what they need to know, and how they feel about the gap (Englander, 2016).

Problem-based learning is a student-centred educational strategy that allows students to conduct research, combine ideas and applications, and practice insights and skills to better solutions to a stated problem. To put it another way, with Problem-Based Learning, more active students participate with less organized concerns organized by instructors, as opposed to a more instructor-focused approach to leading students (Zahara et al., 2020) Students gain experience through participating in disorderly issues, as well as receiving training and assistance from teachers. The genuine way to make this style of training is to create chaotic situations and to have instructors who are skilled in educational practice or facilitation (Norman & Schmidt, 2000). At first, the instructor serves as the stewardship provider for someone who sends insight. Second, a problem platform with a category space should investigate a precise collection of stages. Using a third, obvious, unorganized earth problem to help contextualize and embrace stewardship requires the use of a third, obvious, disorganized earth problem. Fourth, the nature of the problem is disorganized, which inhibits individual stewardship and necessitates cooperation; and, finally fifth, student evaluations must be guided by stewardship aims and objectives that are formed into clear, unorganized earth problems. (Carriger, 2016)The problem platform's story appears to be relevant to the subject of learning technology and data used in problem-layered training. Proponents of Problem-Based Learning, on the other hand, want to generate problem-based learning from other approaches to Problem-Based Learning (Williams & Paltridge, 2017). While problems and plans are educational methodologies that emphasise students, they result in fewer positions in determining these issues' goals and outcomes. When the predicted outcomes are known, students have little inclination to choose their parameters. The sort of problem served, and the method of presenting challenges or dilemmas and stewardship are crucial comparisons between Problem-Based Learning and Problem-Based Learning (Verawati & Kuswandi, 2020). Good problems are developed to assist students in discovering meaningful elements of the problem faced, regarded meaningful by the instructor, and served following direct instruction to help try the description and mix in the conventional ICT Learning category employing problem-coated (Karami et al., 2013).

On the other hand, disorganised problems aid learners in determining a key part of what happens once they discover them in a Problem-Based Learning approach. Problem platform instruction is most essential utilized to demonstrate stewardship and application of lecture stewardship and discourse for the issue. On the other hand, problem-based learning is primarily utilized to aid in the stewardship of demonstration management software.

### ***Theoretical foundations for platform problem management now***

In a constructivist learning method, pedagogical, problem-based learning is developed. The constructivist method of learning is founded on participants' ideas, which they actively create (Izza et al., 2020). Because stewardship is an enjoyable approach to generate insights, those who must prepare instructions should do so ahead of time to form these insights. Direct transmission of insights and data through traditional lectures is less efficient in producing advertising insights and managing self-presented insight findings. The constructivist approach to practice is founded on the premise that stewardship builds up-to-date knowledge from previously learned and contained insights. Instructors who walk can activate the teaching participants' insights and motivate the latest insights to be sourced on the insights enabled. This is a clear example of how earth problems, which are not regulated in Problem-Based Learning, can be used to facilitate existing understandings and inspire the development of new ones.

Regarding governance outcomes, Dewey Constructivist's constructivist pedagogical philosophy indicates that Problem-Based Learning should strive for greater stewardship of learnt knowledge and assumption strategies than traditional lecture-based curricula (Emel Ültanır, 2012). Practice, according to John Dewey, is entangled in student actions rather than instructor activities. Teaching participants must actively seek out descriptions for learning to be extremely similar. Attention to training must be aroused for learning to be held back, and management around the earth's problems must be clearly managed to do this as best as possible. Richard Rorty, like John Dewey, believes that stewardship and education should be interwoven regardless of how pupils engage with their surroundings, what is desired and learned (Kerr & Carter, 2016; Maier, 2015). cannot be isolated from what is desired and learned. The cognitive impact of lice or mystery, according to Rorty, promotes care and assures that what is learned is regulated. Exercise is not motivated by cognitive usage. Finally, Rorty demonstrated that insight arises through social contact. Negotiation and in-depth appraisal are both legitimate goals of social interaction.

The Constructivist philosophy's arguments for more stewardship in Problem-Based Learning, both in terms of the subject examined and the assumption tactics raised, are aided by the perspective of earlier insights (Li & Tashkent, 2020). Its current management was impacted by earlier administrations, and the disorganized earth problem allowed for previous insights. Similarly, the city's perspective aids pre-targeting. Finally, exposure to a wide range of viewpoints aids the recommendations. This remains a more widely recognized and applied idea.

### ***Empirical evidence that backs up the existing theoretical framework***

Facts for Problem-Based Learning is a collection of three meta-analytical attempts for problem basic management that were tried from the 1990s to the 2000s and some of the free research initiatives that have been used since then, most notably in method settings. On the other hand, this research does not support the present theoretical framework for Problem-Based Learning. Despite the growth of attention in Problem-Based Learning in data technology learning, the authors clarify certain facts to support Problem-Based Learning and some worries about those issues. Maintenance issues are defined. Face issues first, answer problems with clinical reasoning skills, recognize the desire to practice interactively, practice alone, practice the latest insights acquired for difficulties, and summarize what has been learned are the core outlines of problem-based learning (Li & Tashkent, 2020)

(Mitchell et al., 2010) contrasted the effects of training and student outcomes when using Problem-Based Learning to complete communication system advice vs traditional college platforms. As coaching switches from traditional lecture platforms to Problem-Based Learning tutoring, student outcomes are estimated over seven years. The authors are careful about making straightforward analogical statements because the two approaches are not set against each other. As the guidelines switched from traditional on-platform lectures to problem-layered instructions, the authors saw a modest rise in evaluation rates. In all transitions from lecture-coated training to problem-layered instruction, the authors reduced the loss of guidance from 18 per cent to 0 per cent (Mitchell et al., 2010).

Finally, (Downing et al., 2011) looked at the effects of Problem-Based vs. Conventional Learning, Form-Based Teaching on the student experience setting out these regulations and the development of meta-cognitive skills among these students (Downing et al., 2011) . Again, school methods are being tested, notably constructing concept programs. In 2011, the authors discovered that students in problem-layered categories reported higher total pleasure than students in traditional course categories. Only pupils in the program have issues that exhibit improvement experienced independently, which corresponds to meta-cognitive skills.

This research in learning categories supports three meta-analyses in the category space, as is customary. Students in problem-layered categories increase their problem-solving, reflection, and cognitive skills, whereas students in traditional college platforms develop their insight. Furthermore, students who sat in problem-solving category rooms reported higher levels of enjoyment in several

courses after gaining practice experience. Finally, three research bonuses have been attempted to examine the implications of managing difficulties based on the management category since 2003. Significantly, among the many articles defining Problem-Based Learning, theoretical basis, recommendations, and application illustrations in all specialized versions of the Journal of Management Education dedicated to problem-based learning, there are only a few problem studies, but no empirical research intended to assess Problem-Based Learning (Bamford et al., 2012). It focuses on the effects of problem-layered versus final test evaluation in operations management classes. The authors characterize problem evaluation as a "realistic, disorganized, and informal challenge" that demands students to define further and address the problem, consider alternative solutions, weigh defences and counter-defences, and gather pertinent evidence. If the assessment is riddled with flaws.

Shoot for the highest number among students who have been affected by various assessment approaches, such as a mix of problem-layered evaluations and final examinations aimed at the next highest number, as well as combined final tests aimed at the lowest numbers. In general, students exposed to problem-layered evaluations value more practice, more meaningful feedback, more encouragement to spend the time needed on evaluations, and more intellectual excitement than those subjected to final exam-focused evaluations. However, it is unclear how to evaluate these results in terms of the assessment method and how to relate them to the above findings on instructional approaches.

According to research on challenges where fundamental problem management is applied in the accounting category space (Stanley & Marsden, 2012), The focus of research on these topics is on problem-solving ways to collecting data to solve informed problems, as well as the use of remote students to solve such problems. Rather than descriptive problem research, some publications focus on problem-based learning applications in management category spaces with little or no empirical evidence offered. In the end-of-semester survey, students who cite part of the problem research are more likely to rate the experience positively. Other educational methodologies, on the other hand, bear no resemblance. On the other hand, students think about the importance of the activity and the difficulties of the platform's response to minus concerns. Making these findings is descriptive problem research, and there are no parallels to other educational methodologies that have been used. Consider Problem-Based Learning in the introductory business area (Hartman et al., 2013). However, Hartman et al. in 2013 noted the present strategy to focusing on students' expertise to tolerate the inability of this effect to have coping skills in the category of problem platform, considering the development of insight, expertise in the way out of the problem. This centred on emotive skills after looking at cognitive skills affected by platform concerns in the author's view. When presented with unknown fraudsters, the environment, or indicators of nonconformity, the authors define openness to the investigation as "a method of a person or group that perceives and works on data regarding ambiguous atmospheres or stimuli." "Attitude or cognitive attempts to govern the atmosphere are evaluated so that mind pressure creates that openness to incompetence can reduce from time to time in pupils subjected to problem-layered training," says the definition. Therefore, while the problem and the focus on managing do not change considerably, full emotionally overcoming mood demands of the mind can significantly increase in these kids from one period to the next. Again, combining these results with those published is challenging because the focus is on the affective impact of problem-based learning rather than the cognitive impact, and no connection between Problem-Based Learning and traditional lecture-based education is attempted. However, if we consider openness to rights and addressing as problem-solving abilities, these findings support the profession of Problem-Based Learning, which strives to solve problems or improve application skills through improved understanding. A theoretical foundation for problem-solving administration.

Two issues are solved by problem-based learning. Why are estimates from Constructivist theory only half accurate if Problem-Based Learning is required to improve insights as well as ways out of crucial assumption difficulties and skills? And, if constructivism and its predictions for study outcomes aren't totally accurate, shouldn't alternative ideologies be considered or created to aid the achieved results? Second, why aren't we seeing better results from problem-based learning than more traditional curriculum and lecture platforms? Will different outcome measurements be included when examining diverse theoretical viewpoints, research results, and trustworthy management development, whether academic or reliable?.

One is elderly, yet there is no tilt in this situation; Montessori pedagogical philosophy is the pedagogical philosophy that may elucidate Problem-Based Learning. In secondary education, the Montessori method has been used in a few instances. This approach has yet to be adopted at the post-secondary level, owing to Maria Montessori's improvement of her pedagogy through direct and precise observation of students. Montessori's pedagogical philosophy is founded on Maria Montessori's philosophy and technique (Montessori, Hunt, and Valsiner, 2017). According to this pedagogical perspective, the goal of learning is not for teachers to generate "direct, effective teaching" but rather for students to increase their free talents. It is presumptively assumed that students desire to be themselves while also being active to improve their abilities and skills. As a result, in the Montessori system, the instructor is one of the providers who share appropriate stimuli with stewardship so that students can build their own capacities and skills.

Montessori's technique is built on harnessing the inherent curiosity in it and is named after scientific pedagogy. The underlying notion is that children learn best when they are free to pursue their own interests for long periods of time. Learning appears to be simple when a protégé participates in an intrinsically attractive organizational activity (Brendt 2012). As a result, the instructor's role is limited to sharing exposure points and modules, after which the study modules and students demonstrate the majority's interest. Finally, instructors want to create a training area that will allow them to go deeper into what pupils find appealing. "Stewardship is woven into the fabric of learning as a flexible manner to reflect the personality" of students. Instructors in Montessori category spaces take on more of a provider role, enhancing training areas and activities that support students' development and stewardship goals. Because of the "power of heart," which "urges kids" to seek out specific experiences and activities at precise times, Montessori defined the students' practice more philosophically. Students can develop their underlying skills and talents through these activities. When these activities are encountered, stimulate pupils to want to participate in them without the assistance or supervision of the instructor. Given this subject, the instructor's purpose is to deliver this activity and let the student's hearts lead them in practice. Instructors must feel that students have the freedom to choose activities and self-help in activities, resulting in a broad-based system.

The Montessorian approach is in stark contrast to the lecture platform's traditional curriculum, which emphasizes external reinforcement and reliance on instructors. Students who appear to accept external gifts or avoid rewards for abilities: appreciation, numbers, acclaim, or criticism are the focus of traditional learning methodologies. The key impulses of self-appointed governance and finds of knowledge and self-expertise are central to Montessorian learning methodologies.

Not only that, but the Montessorian method highlights stewardship's social aspect. Students in the traditional Montessorian category are diverse in age, experience, skills, and abilities. The fundamental assumption is that students with more experience, knowledge, and skills wish to use joint training to assist students with less experience, expertise, and training. "Beyond the year 2015, the Montessori idea of learning for the young and young, which, for secondary and learning, is huge, short, and backward," is uncertain. To a lesser extent, Montessori's approach focuses on developing self-awareness, which includes the creation of connections, self-evidence, systems, and interdependence. This can be accomplished effectively through the practical opportunities provided to students who wish to work together to solve the problems of the clear earth. Advice on how to get out of problems on Earth aids pupils in developing a higher presumed skill level and making connections across all subject areas. This is made possible by instructors guiding students and students guiding each other through hands-on instruction. Students who are exposed to tactics and activities that do not match their training style and strong intelligence are not only stronger, more balanced, and more flexible learners, but they are also more open to people who do things differently. Montessori discusses how his techniques can be applied to younger and older children in his writings. Although his writings were less well known, lower Montessori schools emerged as a result. However, in a theoretical sense, David Kahn is perhaps best known for his written response to Maria Montessori's application to the world's second largest secondary school.

Bragdon (2014) Create eight Montessorian category space characters that can readily be translated into Problem-Based Learning environments. The Montessori method focuses on pupils, students, students. Students are encouraged to perform to their greatest potential in all subjects. A perspective on life, the instructor does not focus on stewardship but rather offers it. Instructors distribute specifically created modules to eager students. Administration d oversees. Learners are challenged with completing this specially developed module using a variety of ways. Alternatively, multi-contextual. Participants instruct participants on how to practice the best in social situations where individuals practice and where each student is rewarded and assisted. Participants are free to learn and move, and learning is immersive, free, and multi-faceted.

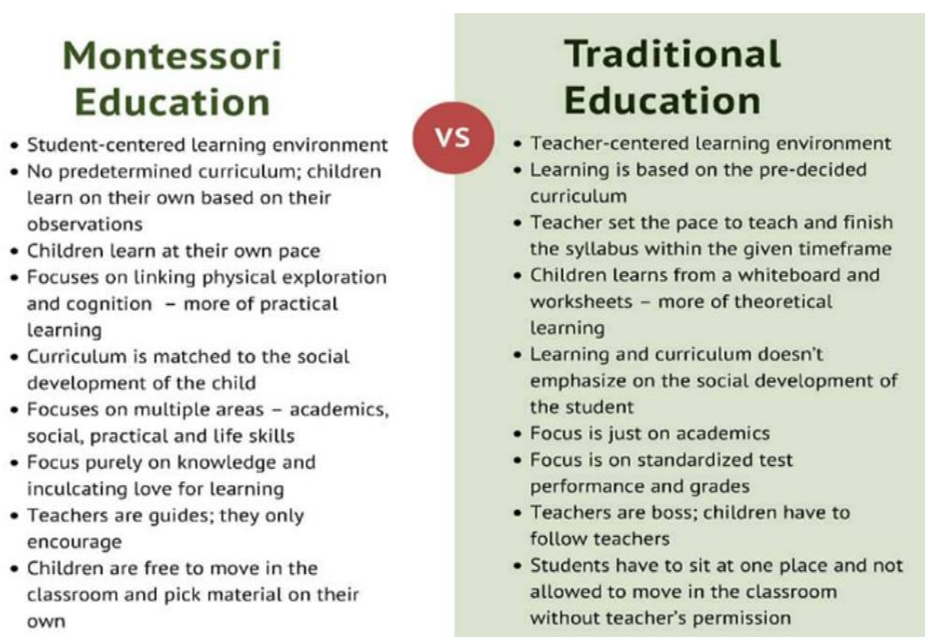
Montessori category spaces, as well as instructors in that category at the lower post-secondary level, should appear very close to instructors in the class based on problems: students, faculty providers, and centred on the concept of module stewardship, advertising a multidisciplinary and multi-contextual approach to unpacking problems, as well as stewardship of advertising in social conditions. Montessorian teaching science may have two advantages over other Constructivist ideologies regarding Problem-Based Learning. Mastering the basic learning scenario from a Montessorian theoretical standpoint should not be a stretch, as the Montessorian Methodology "ordered" sounds like Problem-Based Learning. But, perhaps, more importantly, the Montessori approach places a greater emphasis on developing expertise and the natural ability to uncover from the acquisition of insight. Montessori's approach is more focused on the acquisition of expertise and description, whereas constructivism's philosophy focuses on the architecture of insight as well as the acquisition of students' skills. This could show that Montessori teaching science-centred stewardship results are more cautious, and research facts about the utility of Problem-Based Learning have been discovered.

Problem-solving, viewpoint, stewardship, and metacognitive skills are among the benefits of Montessori training. Only this kind of literary study competence can demonstrate the effectiveness of problem-based learning advertising. However, due to stewardship, Deweyan constructivist philosophy management results aim to enhance this information. It's possible that what the research literature suggests isn't connected. As a result, the Montessorian approach to assessing outcomes, as opposed to the Dewey-Ian Constructivist approach, maybe more in line with empirical evidence of a link with Problem-Based Learning. Adopting a Montessorian approach can also benefit teachers in management categories drawn to problem-layered teaching approaches to focus on assisted practice outcomes in more empirical ways.

The second issue noted above should be addressed by applying our Montessorian method to our description of problem-based learning. The Montessorian method, on the other hand, caused the researchers to focus on these three subjects the most. The Constructivist approach prompted the researchers to focus on five instruction objectives, with possible outcome measurements applicable. The goals of constructive teaching science's Problem-Based Learning include developing a vibrant insight base and vibrant flying, developing efficient problem-solving skills, developing self-demonstrated and equally old practice skills, and developing efficient cooperative skills, as well as the emergence of essential training impulses. However, as the research facts show, there is not much support for Problem-Based Learning, which contributes to the enormous knowledge base that may be learned. Due to the platform's management difficulty in developing cooperative skills, there hasn't been much pressure to pursue. However, besides having been proven via study up to this point, Issue-Based Learning leads to problem-solving, self-guided management, and learner contentment. Meanwhile, a Montessorian approach to mastering Problem-Based Learning keeps researchers focused on gaining accurate and suggestive insights, while a constructive approach to mastering Problem-Based Learning keeps researchers focused on gaining accurate and suggestive insights. Accurate information, if any, on traditional platform-based learning approaches. From a Constructivist perspective, equally accurate insights also centre on managing platform dilemmas through the thought of insight development. In other country regions, suggestive insights, also known as insightful strategies, and insights into implementation methods rarely discussed in traditional lecture halls. From a Constructivist

perspective, however, suggestive insights are centred, along with true insights, in Problem-Based Learning, and suggestive insights can be considered a major focus of Montessori's approach to learning. From a Montessori perspective, this can demonstrate the long-term viability of practice outcomes facilitated by a variety of learning approaches, ranging from the acquisition of precise insights facilitated by the lecture platform approach to the acquisition of suggestive insights facilitated by problem-layered approaches. It's possible that Montessori's approach on getting suggestive ideas to inform descriptions of Problem-Based Learning with ways that are more in accordance with findings from legal research on stewardship outcomes is to blame (figure 2).

Finally, the management curriculum should have associations for enhancing Montessori viewpoints to master problem-based learning. This should be a problem if management is both an agency of insight and a set of practices.



**Figure 1: Montessori Methods vs. Traditional Methods**

Problem-based learning, according to Montessori, is only to be used to generate a sequence of applications. Otherwise, lecture-based education should be used more effectively in forming insight management bodies. This demonstrates the requirement for Problem-Based Learning and lecture-based education in all curricula drawn from various guidelines or materials in the curriculum.

## CONCLUSION

When a theoretical stance cannot be supported by research facts, one has two options: quite philosophical and research endeavours or sort out or build an alternative philosophy that addresses the combined research facts. The Dewey-Ian theory is theoretically sound. Constructivism demonstrates that the goal of Problem-Based Learning should be to get both excellent insights and more efficient application of those insights. However, research indicates that this is only half-true. In some situations, problem-based learning is no more or less efficient than traditional lecture platforms for learning. Problem-Based Learning outperforms traditional lecture platforms in terms of advertising insights and problem-solving applications. Compare Montessori training science to Dewey-in constructivism. The Montessorian approach to problem-based learning is based on empirical evidence. As a result, the app's views, as well as the problem's exit from gaining insights, should be focused on the success dimension of Problem-Based Learning. It focuses on more research and curriculum development in Problem-Based Learning and Management.

Instead of Dewey-Ian learning, we're focusing on problem-based learning. Constructivist As seen in Figure 2, management does not wish to change the strategy to disseminating problem-based

learning guidelines regularly. It's time to set a new target for information advice and training evaluation. Instructors are shown as learning facilitators who send insight into Problem-Based Learning. This clearly chaotic use searches out cooperation and goals rooted in the abnormalities themselves. The motivation for doing so will shift. Using insights to characterize situations from a Montessori viewpoint is the purpose of organizing. Problem-solving, workout methods, metacognitive skills, and data collection are all part of a managerial aim. Montessorian outcomes will shift as well. More focus should be placed on developing problem-solving, critical thinking, and metacognitive skills rather than getting insight or data via instruction. This shift in concentration should be reflected in the curriculum. The management curriculum will evolve Montessorianically, with Problem-Based Learning and lecture platforms implemented with specific guidelines or modules relevant to management outcomes stated to be guidance or material. The transfer of problem-layered management strategies is carried out in pedagogical philosophy to establish links for future study, curriculum development, and outcome evaluation.

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