

# INTRODUCTION TO PROJECT-ORIENTED PROBLEM BASED LEARNING (POPBL) IN BEHAVIOUR SCIENCE AND ACADEMIC PERFORMANCE AMONG YEAR 1 NURSING STUDENT IN UNIMAS

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Project-oriented problem-based learning (POPBL) is an individual or group activity that is carried out over a period of time, resulting in a product, presentation, or performance. Studies revealed that the implementation of POPBL exposes students to experiential learning in which they can experience as well as a practice to enhance their skills (Fatmawati & Hafizoah, 2017). Currently, most nursing theory courses are often taught the traditional teacher-centred approach. This method of teaching and learning may lead to students' disinterest and lack of in-depth knowledge. A more flexible and student-centred approach such as POPBL may be an alternative. POPBL has been claimed to have numerous benefits ranging from a more motivated self-directed learner to the acquisition of lifelong learning skills in problem solving. Hence, this study aims to determine the association between the students' level of understanding toward the content and their academic performance after the implementation of POPBL. A quantitative longitudinal study was conducted among the Year 1 undergraduate nursing students in UNIMAS. A group POPBL project experimentation was conducted during Semester 1, Academic Session 2017/2018. Self-administered structured questionnaires were distributed to 65 students where a total of 64 pre-registrations and 1 post-registration student were included. The pre-assessment was carried out in the week-4 before the implementation of the project where students were briefed and given a structured teaching learning activity for the purpose of a project to be carried out. The classroom lecture, teacher and student discussion and blended learning were still remaining as the teaching learning activities, however, students were also required to submit their progress reports in the subsequent 3-4 weeks once and presenting their project outcome on the week 14. The same questionnaires were used for both in pre and post assessment to determine the students' ability to communicate and work in a team, understanding to the topic and able to provide innovative solution to the crafted problem. Findings revealed that POPBL enabled students to "work effectively as a team member" ( $t:7.623$ ,  $df:1$ ,  $p < 0.05$ ), promotes their "eagerness to participate in the group project or activities" ( $t:7.623$ ,  $df:1$ ,  $p < 0.05$ ) and "eagerness to participate in activities promotes better academic performance" ( $t: 6.304$ ,  $df:1$ ,  $p < 0.05$ ). The implementation of POPBL promotes their understanding in the course by enhancing their communication skills, promote knowledge and provide better solutions to crafted problems. This is supported by their achievement in the final result's grading. Most of them obtained A- and B+ in the course. Based on the high achievements of students' results, there is supportive evidence that POPBL is very much applicable to be implemented in the nursing theory courses which can be used to expose them to more problem-solving skills.