

The role of form six business study teachers in developing self-directed learning skills through problem-based learning

ABSTRACT

Malaysia requires quality business teachers to produce competent graduates who are capable of applying knowledge and skills to face the reality of the working world. In regards to this, teachers are required to implement teaching techniques that support students in developing the necessary knowledge and skills. Therefore, this paper intends to explore the role of form six business education teachers in developing Self-directed Learning (SDL) skills through Problem Based Learning (PBL) methods. This study used a qualitative approach with an exploratory design to gain an in-depth understanding of the role of teachers in developing Self-directed learning skills to form six students from business study classes. Two teachers from the business study classes were selected purposefully at a mode 2 Sixth Form Center in Sabah. The teachers have undergone a six-week process of teaching and learning using the Problem Based Learning method. Data were collected using indirect observation methods, semi-structured interviews, and analysis documents. Data were transcribed, verified, and analyzed using nvivo12 software-assisted content analysis techniques. The findings showed that the teachers played an active role in developing Self-directed Learning skills using ProblemBased Learning Methods. These roles include asking questions, identifying student learning needs, and carrying out ongoing assessments of students. The findings from this study can be used by form six teachers as guidelines for developing self-directed learning skills through the implementation of problem-based learning method.