Personal Selling Presentation Method for Critical and Creative Thinking Skill in Teaching and Learning

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Abstract—**Personal Selling Presentation (PSP) is a teaching method that consists of the main components including team, seller and buyer, supply and demand, brochures, and peer assessment. This method was applied to the "Telaah Kurikulum dan Buku Teks" courses. This research aims to describe how to build critical and creative thinking skills through the personal selling presentation method and the application of writing activities. This study was descriptive qualitative research, and data were collected from observations and student essays. The results showed the students who act as sellers present learning material with various themes, such as "Kapsul Kurikulum", "Sekolah Internasional", "Sekolah Anti Galau", "Tur Wisata". Brochures were tailored to the theme of each team. Questions raised by students (buyers) were questions of higher-order thinking. Analysis of student essays showed that students generated new ideas in their writings, imaginations were expressed in writing such as creating curriculum names, adapting curriculum from abroad, and their critical attitude towards curriculum, national examinations, and teachers in Indonesia. The essays are also realized in the form of audio-visual uploaded on YouTube.**

Keywords: creative thinking, critical thinking, personal selling presentation

I. INTRODUCTION

Many people think that learning means increasing knowledge. Learning means receiving knowledge transfer from a teacher, lecturer, or other instructors. This opinion is not entirely wrong. However, learning has a broader concept of "learning means thinking". Thinking means to consider and question everything that happens around it, then look for a solution. When a person can change something especially his mindset, it means learning.

Thinking is considered something ordinary. Students also in lectures are required to always think. As stated by Cromley (2000), more detailed thinking and more meaningful thinking put more information into memory. This is also in accordance with the research of Lucía et al. (2017), Karakoç (2016). However, thinking must offer solutions to real events that are around him, such as critical and creative thinking. Critical and creative thinking are the main goals of higher education (Hastjarjo, 2015; Changwong, Sukkamart, & Sisan, 2018). The demands of the community are the same, and students who have graduated are expected to have high-level thinking skills

(Resnick, 1987) and the objectives of the 2013 Curriculum (Zulmaulida, Wahyudin, & Dahlan, 2018).

If asked to memorize, students do not need much time to do it. Students will not have difficulties in making a book summary or writing the results of the study of literature in the contents of a paper. However, when students are asked to make a background or asked to provide opinions or write up themes of interesting cases, students lose their vocabulary. Students will copy and paste text and give a long, but wordy answer; or answers irrelevant to the context of the question.

This problem has been conveyed in the initial research conducted by Pujiastuti (2018). In the question and answer process when lectures take place, students tend to give questions that focus on memorizing or simple questions where the answers can be found on Google or books. Students ask questions to make them look active in class.

When students are given questions by the lecturer, students find it difficult to answer. Students find it difficult to connect between the experiences they already have and the knowledge they have just gained. The learning process that should be able to demand critical and creative thinking becomes a passive learning process.

The process of critical and creative thinking starts from the beginning of the learning process to evaluation. As van Gelder explains, the ability to think critically and creatively cannot necessarily emerge, but there needs to be a practice of active engagement; transfer of learning; understanding theories; thinking map skills; the ability to identify biases; and being open to what should be considered truth (Belecina & Ocampo, 2018).

This research offers a Personal Selling Presentation method to develop students' critical and creative thinking skills. PSP is a method that the authors develop based on the theory of constructivism. Constructivism itself is an educational theory that builds one's logic and conceptualism.

This method tries to offer a way to lure students to read; provoke students to speak up, write more, and listen more

carefully. Reading, speaking, writing, and listening are language skills that will support one's thought processes. The thinking process supports the development of one's literacy. Flood explained that literacy skills are clearly linked to critical thinking skills in that students cannot discern the information intelligently without the tools of critical thinking (Flood, 2013).

PSP also requires students to think about ways to make the material presented interesting. PSP requires students to think critically how to ask critical questions. Critical thinking means understanding that what is learned in language learning should be contextual. Learning means being able to solve problems, then think of solutions in creative ways.

A. Personal Selling Presentation

Personal Selling Presentation is a method that is the adoption and innovation of sales management activities. Sales management is the knowledge learned in the field of management economics. The concept of activities carried out in the field of economics is adapted into learning into a learning method. Personal selling—Face-to-face interaction with one or more prospective purchasers for the purpose of making presentations, answering questions, and procuring orders. It is important for Personal Selling in Customize, Relationship-oriented, and Response-oriented (Kotler et al., 2016).

The focus of developing this method is, 1) the team/group; 2) direct discussion/involvement; 3) learning media; 4) peer assessment. Personal selling promotes/offers a certain value with a variety of interesting techniques, for example, by giving gifts such as candy to attract attention.

Personal selling cannot be separated from sales brochures. In the learning process, brochures can be used as learning media and teaching materials. As Majid (2008) explained, leaflets in the form of leaflets containing brief information can be used as teaching material because the shape is interesting and the illustrations increase the interest of students.

Brochures have a visual form that builds communication with visual learning, kinetic is an invitation to join, emotionally derived from stories and funny pictures that keep the tone of the brochure light but inviting (Russell, 2012). A brochure must act more as a learning event than just a part of marketing. This is the basic design of the PSP method development.

The learning stages using the PSP method are shown in Table I.

TABLE I. STAGES OF PSP

Stages	Explanation
Determine the team work	The group selected according to heterogeneous, like ability, character, and gender. There is a tendency of female students when forming groups to prefer each other and difficult the joining of male college students
Determine leader of group	Leader of group is chosen randomly
Implementation of learning	a. Define the theme (the theme of each team is different). The theme is regarded as a product in Personal Selling b. Formulate themes and finishing it c. Prepare the material in the pamphlets or brochure. A brochure or pamphlet became inseparable part in the marketing section. When introducing a product brochure or pamphlet then became the attractiveness with the pictures and writing, if buyer is not satisfied upon explanation from the seller d. The team promoting the products/results of the work (sellers) e. Other teams into buyers (the presentation is done alternately in group)
Assesment	The Group was evaluated by the participants (the seller)/peer-assesment and lecturer. The value was seen from how many participants are interested with what is served by giving stars for presenter. The assessment also seen how interest of the buyer, the more buyers asking it means the product sold getting interesting

II. METHOD

This research is a qualitative descriptive study. This study interprets the data collected through observation and documentation. Data is the activity of lecturers and students when the Personal Selling Presentation method is applied and the analysis of student essays.

Observations were carried out from pre-activities, initial activities, core activities, and closing activities in the learning process. The observation sheet consists of two parts, namely the lecturer observation sheet and the student observation sheet. The lecturer observation sheet is used to see how a lecturer conditions the class so students can be provoked to think critically and creatively during the learning process.

Indicators of observing lecturer activities are shown in Table II.

TABLE II. INDICATOR SINTAKS PSP FOR LECTURES

No	Indicators
1	Divide the team heterogeneously
2	Provides themes and sub-themes with various levels of knowledge
3	Provide instructions for applying the learning method, especially about the team name, division of roles, sales brochures, peer ratings, and proportion of material explained
4	Asking questions raises interest in each team that appears
5	Give a reward for each questioner
6	Give rewards for the best team

Indicators of observing student activities in critical thinking (Ennis, 2011). As shown in Table III.

TABLE III. INDICATOR SINTAKS PSP FOR STUDENTS

No	Indicator
1	Focus on a question
2	Analyze arguments
3	Ask and answer clarification and/or challenge questions
4	Judge the credibility of a source
5	Observe, and judge observation reports
6	Deduce, and judge deduction
7	Make material inference
8	Make and judge value judgment
9	Define terms and judge definitions
10	Attributed instead assumption
11	Suppositional thinking
12	Integrate the dispositions and other abilities in making and defending a decision

The following abilities numbered 1 to 3 involve basic clarification; 4 and 5, the bases for a decision; 6 to 8, inference; 9 and 10, advanced clarification; and 11 and 12, supposition and integration (Ennis, 2011). Indicators of observing student activities in creative thinking are fluency, flexibility, originality, and elaboration (Torrance Test of Creative Thinking).

Content Analysis was carried out on the results of student writing in the form of essays. The theme of the essay is "If I were the Minister of Education in 2030". Essays that have been outlined in written form are then visualized in a video/vlog uploaded on Youtube.

III. FINDINGS AND DISCUSSION

The PSP method is used in the Telaah Kurikulum dan Buku Teks courses. This method was tested on 2 Sub-CPMK (Learning Outcome sub). The two CPMK were completed in 4 meetings are students can describe the development of the curriculum in Indonesia and actively participate in learning and students can describe the implementation of the curriculum in the country with the best education in the world and actively participate in learning

A. Group Formation

Lecturers formed 8 groups in each CPMK at the previous meeting. Groups are formed heterogeneously with regard to student learning styles. Each group has students who have different learning styles. As explained in the research Nurbaeti and Pursitasari (2015); Torres and Cano (1995); Mohamad and Rajuddin (2011) that learning styles affect one's critical thinking abilities and / or one's creative thinking abilities.

> *Students who study are in accordance with their own characteristics, they will get good results. Students who learn to follow the way of learning other students will find it difficult to obtain good results* (Pujiastuti, 2017).

This heterogeneous group formation shows good results. The division of tasks in groups is clearly visible, making brochures, learning media, and attractive presentation styles. There are students who rarely actively speak during class, showing changes when presentations even students who rarely ask questions in class become students who actively ask questions during a presentation. There are students who turn out to be skilled in making interesting learning media, there are also students who are more free to speak when the presentation is given full rights in mastering the class.

B. Learning Theme

Themes, sub-themes, and learning instructions using the method were presented at the previous meeting. In accordance with the Sub-CPMK , learning materials are curriculums that have been implemented in Indonesia and the development of education in some countries that have the best education in the world. Curriculums that have been implemented in Indonesia are Kurikulum Masa Penjajahan, Kurikulum1947, Kurikulum 1964, Kurikulum 1968, Kurikulum 1975, Kurikulum 1984, Kurikulum 1994, and Kurikulum Berbasis Kompetensi (KBK). The team was formed into eight groups, mastering one curriculum.

To support students in being creative, teachers offer tasks and activities which allow students to find multiple ways of solving a problem, ask their own questions as well as answering the teacher's, discover relationships, patterns and make connections that are new to them, and conjecture about the results of making changes (Piirto, 2011).

So the activities in this method are formed from an idea. Each group has one case/idea which is the same. As shown in Table IV.

TABLE IV. RESULTS

No	Case/idea	Subject
1	Your team is a curriculum expert/ stakeholder in a school. Your team considers the current curriculum needs to be revised or improved with a variety of considerations, especially in learning Indonesian. So your team offers a solution for other teams that is modifying the curriculum that has already been implemented in Indonesia with the consideration there is something interesting from the curriculum.	1. content in the curriculum 2. Interesting things from the curriculum 3. Learning Indonesian in the curriculum

There are three subjects that must be delivered by students, so that delivery does not go out of topic. However, each team was given the flexibility to add discussion, for example about culture, learning hours, the advantages of schools using the curriculum.

Distribution of presentation material is not as conventional as in general, but students are faced with a new case / idea. Students are expected to be able to process arguments for building opinions that the old curriculum used in Indonesia is better than the curriculum being implemented. A case which states that the curriculum being implemented in Indonesia has problems that need to be improved.

The second sub-CPMK discusses the education system in various countries. Countries that have the best education system in the world are discussed based on a perception-based global survey, which is used a compilation of scores from three equally weighted countries. There were 8 countries chosen, namely Britain, America, Germany, France, Australia, Japan, Finland and South Korea. The lecturer gives an idea/case. As shown in Table V.

TABLE V. RESULTS

No	Idea	Topics
1	The team are education experts in the country / Indonesian students studying in the country. The team introduces and offers participants to continue their studies in the country.	1. The learning process in the country. 2. Educational excellence in the country. 3. The difference between education in the country and Indonesia.

From these ideas, students must be able to focus on the ideas that have been given, process data, and provide arguments and proof of the offer of education in the countries mentioned above. Students finally make interesting concepts such as making the theme "Kapsul Kurikulum", "Sekolah Anti Galau".

C. Core Activities

In the core activities, there are two things that become an important focus, namely the activities of lecturers and students. These activities determine the success of the PSP method for the learning process. The activity also determines how students process optimally their thinking abilities.

In the PSP method, the lecturer becomes a facilitator. Lecturers facilitate students to practice creative and critical thinking skills. Lecturers need to change their pedagogical views and adopt a more flexible attitude towards their teaching and not be too concentrated and dependent on textbooks and their schools' aspirations, which are usually exam-oriented (Kabilan, 2000). The important thing in this study is how the lecturer is involved in student activities rather than ignoring.

When a lecturer encourages students to think critically and creatively, then indirectly, students train their way of thinking. Lecturers use fishing techniques during the learning process. It means:

1. In each presentation the lecturer asks questions that demand critical answers from students

2. Avoiding awkwardness, when the lecturer asks, the lecturer participates in the role of being a buyer

For example, in Kurikulum Masa Penjajahan team, lecturer asked questions. *"Apa menariknya kurikulum jadul diterapkan kembali di Indonesia, bahkan kurikulum yang sebenarnya adalah warisan penjajah? Mengapa Bapak dan Ibu di depan menawarkan saya, barang yang telah usang?"*

When lecturers give questions by acting as someone else. Students who are awkward at first become more flexible and open when answering. They are not intimidated that the answer must be right or wrong, but rather think about how to give an answer that satisfies the questioner (buyer). Even students who are buyers are not awkward to ask questions because they play a role like what their lecturers do.

After the sales team offers their products, this is where the lecturer has an important role. Straighten student answers, add or underline important parts delivered by students, and another in the PSP method.

The lecture gives assignments in the form of product tests in the form of essays to students who appear related to what they have delivered. The hope is to be able to find out what they understand after reading various sources about the material they have to present. The essay is the answer to the following questions.

1. Why if students in Japan make mistakes, parents are penalized?

2. Why is "Happiness" an important part of the Finland curriculum?

3. Why does it take years to become a teacher in France?

4. Why are math, science, and English subjects mandatory in the United Kingdom?

5. Why does the American state known as the democratic state still maintain a system of discrimination in the learning process?

6. Why would Indonesian people studying in Germany endure long living in Germany and be reluctant to return to Indonesia?

7. Education in Korea is very hard and makes students express, but why does it remain the best education in the world?

8. Why does Australia always maintain character education even though the curriculum changes?

D. Evaluation and Reward

From the beginning of learning, the lecturer has emphasized that in this method, students are assessed based on two categories. The value of the lecturer is the value of the results and the process of the team leader leading and presenting the product. The chairman is the leader in the team. That means the chairman is a milestone in the team's success in presenting the material that has been given. As stated in Yukl's research (1989 in Wibowo, 2004), the chairman influences the success of the team based on three things, namely the leadership process, competence, and leader action. This is proven, the team that gets the best score from the whole group is a team that has a leader who can focus on completing the task and coaching the members.

Other than those mentioned above, the value given by the lecturer is the value of the results of the presentation and brochure made. Grading values for the brochures they make is a form of appreciation for the results of students' creative thinking. When selling something, a sales person always uses the brochure as a tool in marketing his products. This also applies to the PSP method. The brochure is a tool for students to make it easier to explain the ideas they convey.

The brochure contains information and pictures. Their ideas are contained in the brochure shown in Figure 4 and 5. Brochures play an important role in the PSP method because students who have a visual learning style will be helped in understanding the material. The brochure has illustrations or pictures in it. Images or visual symbols can arouse the emotions and attitudes of students and facilitate the achievement of goals for understanding and remembering (Djumingin & Syamsudduha, 2016).

Fig. 4. *Kurikulum masa penjajahan* brochure

Fig. 5. *Jepang* brochure

The PSP method uses assessment by lecturers and Peer Assessment as a form of assessment. Assessment with colleagues will make students accustomed to independent learning. As explained below, peer assessment:

1. Students are already self-assessing and peer-assessing quite naturally.

2. Peer and self-assessment lets students into the assessment culture.

3. The process deepens students' learning experiences.

4. Students gain much more feedback than would otherwise be possible.

5. It helps students become autonomous learners (Wilson, 2002).

E. Student essays

Student essays are the final bill. Essays are used to see how students' abilities in expressing ideas and understanding gained during the learning process. Essays are easier because students will not be too attached to opinions. Students can discuss problems from their personal point of view. The important thing in the essay is the power of analysis (Sakaria & Nojeng, 2018). The theme of the essay is if I become the minister of education in 2030.

When viewed from the indicators of critical thinking, in general student writing has fulfilled 3 categories of critical thinking. These three categories involve basic clarification, the bases for a decision, and inference. Two other categories, namely advanced clarification and supplying and integration, were only filled by a few students.

Student writing in general has focused on the themes given. The essay can answer the problem formulation.

1. Why does the curriculum in Indonesia need to be improved?

2. What will I improve from the curriculum in Indonesia?

3. What solutions do I offer to advance education in Indonesia?

4. Which countries or curricula are the inspiration for improving the education system in Indonesia

Form of student writing in answering questions

1. Esai EM: *"... terlalu sering ganti kurikulum, terlalu banyak mata pelajaran, hasil pendidikan terlalu ditekankan pada nilai, tidak mendidikan anak untuk kreatif, pendidikan yang waktunya lama, kelulusan ditentukan 3-4 hari, dan masih banyak alasn yang mencakup mengenai kurikulum Indonesia."*

2. Esai FJ: *"Andai saya menjadi Menteri Pendidikan 2030" yang akan saya ubah yaitu kurikulum dan isinya*

3. Esai NS: *Jika di Indonesia ada yang namanya sekolah favorit dan tidak favorit, saya akan menjadikan sekolah di Indonesia itu mejadi sama. Tidak ada PR untuk siswa dan tidak ada rangking bahwa semua siswa itu sama."*

4. Esai AE: *"Di sekolah pun ada kegiatan excursion yaitu siswa mengunjugi suatu tempat sambil belajar sama seperti di Australia".*

When students write to change the curriculum in Indonesia or make a country an inspiration for education, students describe it according to their learning outcomes and experiences. Like the following article:

"Saya akan mengadopsi beberapa kurikulum terbaik di dunia salah satunya dari negara Finlandia dan negara Jepang karena kedua negara tersebut memiliki sistem pendidikan yang sangat bagus dan telah diakui di dunia (LI)."

The writing shows that the education system in Finland and Japan is good, so students make the two countries the basis of a curriculum that is made.

Hz students gave the argument that students were depressed because of the exam which was used as the school's final destination. Hz said that education goals should not only see results in learning, but also processes. Hz students give an example of Australia.

"Contohnya Australia, hasil akhir bukanlah segalanya (Hz)".

All student writings consisting of 70 essays have conclusions. This corresponds to the third category of critical thinking, namely inference.

"Dengan demikian saya sebagai Menteri Pendidikan akan berusaha melakukan perubahan pada sistem pendidikan yang ada di Indonesia, semoga dengan perubahan keil yang saya lakukan dapat membantu dan meningkatkan mutu pendidikan di negara kita ini serta dapat mencerdaskan anak bangsa agar nantinya mampu bersaing dengan negara lain (RS)."

The other two categories (advanced clarification, supossition and integration) are only illustrated in a few student writings. For example for advanced clarification, students say that there is a country that is an inspiration in making an education system. However, students only convey reasons without a more detailed explanation. Example, *"Karena Finlandia salah satu kurikulum terbaik di luar negeri. (Hz)"*

However, there are student opinions that can provide ideas as well as detailed explanations. Detailed explanation will increase the confidence of the reader so that he affirms what he wrote. Example:

"... sekali menerapkan seperti di negara Finlandia belajar yang sangat menyenangkan, di mana para guru harus memiliki model dan metode pembelajaran tersendiri agar mampu menciptakan suasana belajar yang kondusi, menyenangkan agar para siswanya menjadi lebih aktif dan semangat dalam proses belajar. Dan diharapkan setiap guru ketika mengajar. (RS)"

The fifth category is suposition and integration. This means that the assumptions or reasons presented to defend different arguments. As an example:

"Dan saya akan terus menerapkan atau memakai kurikulum 2013 di mana di kurikulum ini telah nampak banyak perannya ke siswa, siswa ditekankan berpikir tinggi, siswa ditekankan untuk aktif, jadi tidak harus guru yang memulai terlebih dahulu, dengan begini siswa lebih banyak mengetahui/mempelajari wawasan yang luas dan dapat memberikan kecerahan di masa yang akan datang."

The student explained that there was nothing wrong with the Kurikulum 2013. This curriculum needed to be developed and really had to be fully implemented. This student's thinking shows that there is no doubt when the assumptions made differ from most.

F. Creative Thinking

The hierarchy of thinking shows that creative thinking is the top of the level of thinking. Student writing has described 4 indicators of creative thinking. These indicators are Fluency, Flexibility, Originality, and Elaboration.

The answers to the questions raised contain many ideas. The idea is unique, different, and changes the way the reader thinks. As the article PA is able to describe the indicators of fluency and flexibility. PA conveys 7 problems of education in Indonesia, then offers 7 solutions to these problems.

Seven problems and seven solutions are presented in detail. For example in the following quote.

"Pendidikan belum merata: Masalah ini memang sudah sejak lama tidak pernah terselesaikan. Kurangnya perhatian pemerintah terhadap pendidikan di daerah 3 T Terdepan, Terluar, dan Tertinggal. Sehingga terjadi kesenjangan bagi mereka yang tinggal di daerah pelosok."

These details become more interesting ideas as what is expressed in elaboration. In his writings, PA focuses on the 3T (Terdepan, Terluar, Tertinggal) area which makes his writing different from other writings. The discussion on 3T makes PA original and interesting. In addition, PA also discusses the

relationship between millennials and the Revolution Industri 4.0 that has not been reached by other students.

Unlike the PA writings, FJ offers new products that are also different from other writings. The theme raised was "If I Become the Minister of Education in 2030". Selection of themes with the consideration that students are easier to express their ideas. This is evidenced from the essays they made. They show ideas such as giving the name of the curriculum they want, for example: FJ offers a curriculum that he designed, i.e "Kurikulum Student Teacher Smart (STS)". Anti-discrimination student curriculum. FJ focuses its writings on the equal rights of every human being. This proves that the essay allows students to make a positive contribution to the problems that occur in society, by pouring bright ideas outlined in essay writing (Lubis, 2017).

IV. CONCLUSION

Developing constructivism learning is characterized by growing critical attitudes and creative attitudes (Wena, 2012). Critical thinking means understanding that what is learned should be contextual. Contextual with what is happening around, so they can learn to solve problems, then think of solutions in creative ways.

Critical and creative thinking must continue to be trained in the learning process. The Personal Selling method is based on the theory of constructivism so that it can become an alternative way of learning. This method can help encourage critical and creative thinking skills.

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