

## ABSTRAK

Penelitian ini bertujuan mengembangkan dan menguji efektivitas strategi *Social Complexity Project-Based Learning* (SCoPjBL) dalam meningkatkan kompetensi komunikasi bisnis siswa Sekolah Menengah Kejuruan (SMK). Latar belakang penelitian ini didasarkan pada tingginya tingkat pengangguran lulusan SMK yang menunjukkan adanya kesenjangan antara kompetensi lulusan dan kebutuhan Industri dan Dunia Kerja (IDUKA), khususnya pada aspek *soft skills* komunikasi. Penelitian menggunakan pendekatan *Research and Development* dengan tahapan studi pendahuluan, pengembangan desain, uji coba terbatas, dan uji coba luas pada siswa SMK bidang Bisnis Daring dan Pemasaran di Kota Bandar Lampung. Instrumen penelitian meliputi lembar validasi ahli, tes *pretest-posttest*, lembar observasi keterlaksanaan pembelajaran, dan angket respons siswa. Analisis data dilakukan melalui uji validitas dan reliabilitas, *independent sample t-test*, serta perhitungan N-gain. Hasil penelitian menunjukkan bahwa strategi SCoPjBL memiliki karakteristik sintaks yang mengintegrasikan proyek *autentik multiaktor*, umpan balik dua arah, refleksi terstruktur, serta interaksi sosial *multikultural* sebagai wujud ciri strategi yang adaptif, kolaboratif, terstruktur, sensitif, dan reflektif. Strategi yang dikembangkan memenuhi kriteria valid, praktis, dan efektif dalam meningkatkan kompetensi komunikasi bisnis siswa yang meliputi komunikasi lisan, tertulis, interpersonal, antarbudaya, negosiasi, dan persuasi, dengan peningkatan hasil belajar yang secara signifikan lebih tinggi dibandingkan dengan kelas kontrol. Kebaruan penelitian ini terletak pada integrasi eksplisit perspektif *social complexity* ke dalam desain PjBL sebagai mekanisme pedagogis untuk melatih kemampuan komunikasi adaptif dalam konteks kerja yang dinamis dan multikultural. Temuan ini memberikan kontribusi teoretis pada penguatan model pembelajaran vokasi berbasis kompleksitas sosial serta implikasi praktis bagi pengembangan strategi pembelajaran yang berorientasi pada kesiapan kerja abad ke-21.

**Kata kunci:** Komunikasi Bisnis, Pendidikan Vokasi, *Project-Based Learning*, SCoPjBL, SMK, *Social Complexity*

## ABSTRACT

This study aims to develop and examine the effectiveness of the Social Complexity Project-Based Learning (SCoPjBL) strategy in enhancing the business communication competence of vocational senior high school students. The study is grounded in the persistently high unemployment rate among vocational school graduates, indicating a gap between graduates' competencies and the demands of Industry and the World of Work (IDUKA), particularly in communication-related soft skills. A Research and Development approach was employed, consisting of a preliminary study, design development, a limited trial, and large-scale field testing involving students of the Online Business and Marketing program at vocational high schools in Bandar Lampung, Indonesia. The research instruments included expert validation sheets, pretest–posttest assessments, learning implementation observation sheets, and student response questionnaires. Data were analyzed using validity and reliability testing, independent sample t-tests, and N-gain analysis. The findings reveal that the SCoPjBL strategy is characterized by a structured syntax integrating authentic multi-actor projects, two-way feedback, structured reflection, and multicultural social interaction. The developed strategy meets the criteria of validity, practicality, and effectiveness in improving students' business communication competence, encompassing oral, written, interpersonal, intercultural, negotiation, and persuasive communication skills, with significantly higher learning gains compared to the control group. The novelty of this study lies in the explicit integration of a social complexity perspective into the PjBL design as a pedagogical mechanism for fostering adaptive communication skills in dynamic and multicultural workplace contexts. These findings contribute theoretically to the advancement of vocational learning models grounded in social complexity and provide practical implications for designing learning strategies oriented toward 21st-century work readiness.

**Keywords:** Business Communication, Project-Based Learning, SCoPjBL, Social Complexity, Vocational Education, Vocational High School