PROBLEM-BASED LEARNING: A VIABLE PEDAGOGICAL STRATEGY? PROSPECTIVE TEACHERS' PERCEPTIONS

MARHAMAH MARHAMAH

Professor Post Graduate of Educational Science, Islamic University of Jakarta, Indonesia.
E-mail: Marhamahsyarif2@gmail.com

Abstract— In recent years, there has been a great deal of discussion about the need to engage students in the learning process by gain new information through self-directed learning, work in teams for problem-solving, identifying learning gaps, and developing viable solutions—an instructional strategy that has come to be known as problem-based learning. This quantitative research investigation seeks to determine how undergraduates perceive problem-based learning and its impact on academic achievement. The research subjects of this study were 91 second-year undergraduate prospective teachers at Islamic University of Jakarta, Indonesia. Students were divided into two groups—44 in experimental group, and 47 in control group. Independent t-test was conducted to compare the prior knowledge test scores for groups, and no significant difference was found in terms of mean scores. After instruction, post-test was administrated to investigate undergraduates' achievement. Results showed that students in the experimental group who perceived their instruction as more self-directed and more student-centered, showed significant improvement on achievement measures than did the students in the control group. In addition, individual interviews of the experimental group were conducted to glean individual/collective perceptions of PBL as an instructional strategy. Interviews data analysis revealed positive opinions about PBL citing its effectiveness in promoting positive attitudes about learning, problem-solving ability, and developing interpersonal skills.

Keywords— Problem-Based Learning, Self-Directed Learning, Work in Teams, Teaching Learning Strategy Achievement.