

Implementation of Problem-Based Learning in Synchronous Online Tutorials: A Study of the Effectiveness of Students' Learning Engagement and Self-Regulated Learning

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Abstract

Problem based learning (PBL) is a learning method that is strongly recommended by the Ministry of Education, Culture, Research and Technology of Indonesia to be applied to across all levels of education, including higher education. The Ghosting phenomenon in online learning indicates the reduced efectiveness of online learning. This study aimed to analyze the effectiveness of the applying the PBL method to synchronous online tutorials in increasing students' engagement and self regulated learning. The study involve students of Biology Education Study Program at Universitas terbuka, Indonesia, who participated in online learning of environmental education courses in 2022. The instruments used in this study were questionnaires, observation forms and interview forms. A Likert scale based questionnaire was used to measure students' involvement and self-regulated learning in the learning process. The observation form was used to monitor the activity of students and tutor in online classroom. The interview form was utilized to gather insights from students and tutor. Data were analyzed using qualitative descriptive methods. The results show that the application of PBL to synchronous online tutorials increased students' engagement at a high level and moderately improved their self-regulated learning. The study concludes that the applying the PBL method in synchronous online tutorial could serve as an alternatif solution to address the reduced effectiveness of online learning.

Keyword: Online Learning, Problem Based Learning, Engagment, Independent Learning