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Problem Based Learning Trough Moodle for Increasing Self Regulated Learning Students (Goal Setting and Planing

Lailiyah Maghfiroh ¹, Wachju Subchan² Mochammad Iqbal ³

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Research Article**Problem Based Learning Trough Moodle for Increasing Self Regulated Learning Students (Goal Setting and Planing)***Lailiyah Maghfiroh¹, Wachju Subchan^{2*}, Mochammad Iqbal³*

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Abstract: One of learning model that can make the students do the regulation by themselves to learn or Self-Regulated Learning (SRL) especially on goal setting and planing in the teaching learning process is called as a Problem Based Learning model through MOODLE. The purpose of the research is increasing SRL of students especially on goal setting and planning by implementing learning model "Problem Based Learning" through MOODLE. The research design is a classroom action research (CAR) which has been done in two cycles. The data collection methods used in this research are observation, interviews, documentation, and test methods. This cycle model is adapted from Kemmis & McTaggart. The research was conducted to students class X SMAN 3 Jember Regency, odd semester year 2014/2015. The results of the research showed that the students' SRL especially on goal setting and planing growth is increased as much a 38,1% from pre cycle to post cycle.

Keywords: Problem Based Learning; MOODLE; Self Regulated Learning

INTRODUCTION

Education is the process of awakening that occurs due to the interaction of various factors concerning their potential and their human and natural environment and the possibilities therein (Mulyadi *et. al*, 2016). According to Morgan Branca (1984) psychology is the science of human behavior, it can be seen from the statement that, when the interest of men turns the action of human being, and when that interests takes the form of accurate observation, exact description, and experimental study of human behavior, the science of Psychology emerges. So that educational psychology is a branch of psychology that understands teaching and learning in an educational setting. Educational psychology aims to predict individual behavior related situations and learning activities in the learning process (Mulyadi *et.al*, 2016). The behavior of individuals facing situations such learning activities needed an assistant to achieve the goal of learning activities one of which is the role of the teacher.

Thus, the teacher is no longer a role only as a source of learning, but also to guide and facilitate that students can regulate itself to be willing and able to learn (Self Regulated Learning) so as to create the desired learning outcomes. Results of preliminary observations through interviews with teacher the tenth grade biology SAINS SMA Negeri 3 Jember that biology low learning outcomes. According to

(Zimmerman & Schunk, 1989), students who have to regulate themselves in learning can bring students into masters (expert/ master) in learning so that the realization of the desired learning outcomes. Aspects SRL one of which is an aspect of goal setting and planning. According to Zimmerman and Pons (1986), the success of learning students is one of the students can reorder the priorities, appointed time and finalize the plan all the activities related to the expected learning objectives. Based on a low learning outcomes prove SRL in goal setting and planning students are still lacking. This is evident from the observation that the SRL (goal setting and planning) class X SAINS 2 is still in the low category. Therefore, we need a corrective action to be able to grow SRL students thus improving the results of class X student SAINS 2.

Observation results show students more often use hp or internet in the classroom to get information. So with the student's penchant using internet physics then the researchers innovate to find learning methods based on electronic learning in the learning process. In this case, learning methods that may be applied one of them is Problem Based Learning. Problem Based Learning has the advantage of being more remember and improve understanding of teaching materials, increasing focus on relevant knowledge, encouraging to think, building teamwork, leadership, and social skills, building learning skills, motivating learners,

realistic with student life (Amir, 2013). Also Problem Based Learning has the shortcomings of which are for lazy students the purpose of Problem Based Learning can not be achieved, takes a lot of time and funds, methods that are not always appropriately used on all subjects, as well as the difficulty of finding relevant problems (Trianto, 2010). Problems or lack of Problem Based Learning is then necessary to complete the strategy holding Problem Based Learning method to facilitate the understanding of the students in solving problems in the material provided for this method requires students to think critically, it is necessary to include e-learning. According to the Ministry of Education (2010) learning via e-learning is flexible which allows users to access e-learning without being limited by time and place. Learning through e-learning can use a wide range of applications as a medium of learning programs, one of which is MOODLE. MOODLE is a name for the application program that can transform an instructional media into a web form. MOODLE allows students to enter into the digital classroom to access learning materials online. Through the use of MOODLE teachers can create learning materials, quizzes, electronic journals and other online.

Based on the above thinking, the application of Problem Based Learning with MOODLE is expected to lead students to find out why an event occurred, then students Conduct activities, collect and analyze data through the phenomenon of life in the environment, until Finally students find answers to these problems without being limited by time and space. So, face-to-face learning helps students to regulate themselves to learn and make learning more meaningful. The purpose of this study is to grow SRL (goal setting and planning) of students with application of Problem Based Learning with MOODLE on the material Ecology Class X SAINS 2 SMA Negeri 3 Jember.

MAJOR HEADING

a. Problem Based Learning

Problem Based Learning is a teaching that uses real-world problems as a context for students to learn how to think critically and problem-solving skills, and to acquire knowledge and essential concept of the subject matter (Ge *et al.* 2010). According to Tan (2009) the characteristics covered in the process of Problem Based Learning is the filing of problems or questions, focusing on interdisciplinary linkages, authentic inquiry, producing products and works showing it off, and collaborating. Basically this problem-based learning method requires a learning environment where problems control the teaching and learning process. This means before the students their learning is given a bait of trouble. Problems are raised so that students know they have to learn some new knowledge before they solve the problem. This method includes a curriculum and a process. The curriculum consists of the problems that have been designed and carefully selected,

which requires students' skills in critical thinking (critical thinking), problem solving proviciency, self-directed learning strategies and team particSAINStion skills.

Problem Based Learning has several weaknesses as stated by Hamdani (2011:88) include: for lazy students, the purpose of Problem Based Learning is not achieved; need lots of time and funds; Not all subjects are always effective when using Problem Based Learning. According Deviyanti (2011: 11) some things to consider to reduce weaknesses it is the teacher must be patient and creative to help students in finding answers, giving teachers guidance to students to work together and help each other with disadvantaged students, as wellas teachers has insight into various strategies or methods to make learning conducive. Creativity of educators to help in finding answers, done with various things one of them is the use of media learning with information and communication technology base. Learning with the use of technology one of them through the use of learning in learning. This is because according to Naidu (2006) through e-learning teachers can provide a variety of learning materials, quizzes, electronic journals and others online without time limit.

a. MOODLE

"The term is taken from the abbreviation MOODLE Modular Object-Oriented Dynamic Learning Environment, which means a place to learn dynamically using an object-oriented model" (Munir, 2008: 211). MOODLE is a name for the application program that can transform an instructional media into a web form. MOODLE allows students to enter into the digital classroom to access learning materials online. By using MOODLE, teachers can create learning materials, quizzes, electronic journals and other online. MOODLE is one of the open source LMS that can be obtained freely through <http://Moodle.org>.

Naidu (2006: 1) write that the best LMS MOODLE included in the completeness of features compared with other LMS software. MOODLE management process is relatively inconvenient even if the user does not understand with good programming skills. Templates and themes are provided MOODLE much and supports 40 languages, including Indonesian. MOODLE lesson interesting feature and no other LMS. This lesson feature allows direct students and e-learning particSAINStns are automatically redirected to another page in accordance with the answers to questions on a page. One obstacle is the full feature MOODLE embeded MOODLE to make its execution time so high, or it can be said very heavy run. Other small obstacle eg blank screen error during installation. MOODLE overcome this error in the role-face through learning Problem Based Learning plays well.

b. Self Regulated Learning (SRL)

Bell and Akroyd (2006) stated SRL is part of cognitive learning theory which states that behavior, motivation, and aspects of the learning environment will affect the achievement of a learner. Chamot (1999) states that, SRL or

independent learning is a learning situation where learners have control over the learning process through knowledge and application of appropriate strategies, understanding of the duties, knowledge in decision-making and motivation to learn.

Pintrich (1990) defines the SRL as (a) trying hard to control the behavior, motivation, and cognition them, (b) strive to achieve a particular purpose, (c) the individual must control his actions. While Wolters (1998) says that the SRL is the ability to effectively manage belajarnya own experience in a variety of ways, so as achieve optimal learning results. Santrock (2007) says that the SRL consists of the generation of self and self- monitoring on the thoughts, feelings, and behaviors in order to achieve the target. This goal can be academic goals (improve comprehension while reading, to be a writer who organized, learn how to do multiplication, ask questions that are relevant) or socioemotional goals (controlling anger, get along well with peers).

In line with the understanding by Pintrich (1990), self-regulation is the process whereby students activate and maintain cognition, behavior, and feelings which are systematically oriented towards the achievement of their goals. Zimmerman (1990) explained the general that the SRL on learners illustrated through the level or degree of active participation that includes both metacognition, motivation, and behavior of students in the learning process. Learners by itself initiate and direct attempt to acquire the desired knowledge and skills, rather than relying on teachers, parents or others. Based on the opinion of some experts in the above, it can be concluded that the SRL is active and independent learners attempt to monitor, manage and mengontrol cognition, motivation, and behavior, which are oriented or goal-directed learning. Here is the interview table category of strategy that students can regulate itself to learn.

Table 1. Self-Regulated Learning Categories

No	Category of strategy	Definition
1	Self-evaluation	Statements indicating student-initiated evaluations of the quality or progress of their work, e.g., 'I check over my work to make sure I did it correctly.'
2	Organizing and transforming	Statements indicating student-initiated overt or covert rearrangement of instructional materials to improve learning, e.g., 'I make an outline before I write my paper.'
3	Goal-setting and planning	Statements indicating student setting of educational goals or subgoals and planning for sequencing, timing, and completing activities related to those goals: e.g., 'First, I start studying two weeks before exams, and I pace myself.'
4	Seeking information	Statements indicating student-initiated efforts to secure further task information from non-social sources when undertaking an assignment, e.g., 'Before beginning to write an assignment, I go to the library and get as much information as possible concerning the topic.'
5	Keeping records and monitoring	Statements indicating student-initiated efforts to record events or results, e.g., 'I took notes of the class discussion.' Or 'I kept a list of words I got wrong.'
6	Environmental structuring	Statements indicating student-initiated efforts to select or arrange the physical setting to make learning easier, e.g., 'I isolate myself from anything that distracts me.' Or 'I turn off the radio so I can concentrate on what I am doing.'
7	Self-consequences	Statements indicating student arrangement or imagination of rewards or punishment for success or failure, e.g., 'If I do well on a test, I reward myself to a movie.'
8	Rehearsing and memorizing	Statements indicating student-initiated efforts to memorize material by overt or covert practice, e.g., 'In preparing for a maths test, I keep writing the formula down until I remember it.'
9-11	Seeking social assistance	Statements indicating student-initiated efforts to solicit help from peers (9), teachers (10), and adults (11), e.g., 'If I have problems with maths assignments, I ask a friend to help'
12-14	Reviewing records	Statements indicating student-initiated efforts to reread notes (12), textbooks (13) or access other multimedia/internet resources (14) to prepare for class or further testing, e.g., 'When preparing for a test, I review my notes.'
15	Other	Statements indicating learning behaviour that is initiated by other persons such as teachers or parents, and all unclear verbal responses, e.g., 'I just do what the teacher says.'

(Adapted from Zimmerman & Martinez-Pons, 1990).

METHODOLOGY

The research was conducted to class X students of

SMAN 3 Jember Regency, odd semester of 2014/2015 year. The research subjects in this study were students of class X SAINS 2. This type of research is used in the

classroom action research (CAR). CAR implemented models are models of Kemmis & McTaggart. This model is a development of the basic concept of K. Lewin, only components of the action (acting) and observation (observing) as a single unit. This model explains that each device contains four components as a cycle or round of

activities consisting of planning, action, observation, and reflection (Depdiknas, 2010). The method used to collect data in this study are: the method of observation; interview method; methods of documentation; and testing methods. The analytical method used in this research is descriptive qualitative method.

Table 2. Relation of variables, parameters, and measurement techniques

	Variable	Parameter	Measurement techniques
Free	Application Problem Based Learning	PBL Criteria: 1) Student orientation to problem 2) Organize students to learn 3) Guiding investigation individual as well group 4) Develop Results creation 5) Analyze and evaluate process solution to problem	Using instruments of implementation Problem Based Learning
	MOODLE	MOODLE Criteria: 1) Usage no Limiting time and the place 2) Assignment 3) Chat 4) Forum 5) Quiz	Using instruments of implementation Problem learning Based Learning with the help of MOODLE
Bound	SRL	Questionnaire indicator SRL (Goal Setting and planing)	The student replied Statements From questionnaire SRL (Goal Setting and planing)

Data collection techniques used in this research is by spreading the questionnaire research scale to measuring SRL especially in the aspect of goal setting and planing. The research instrument is a tool used to measure natural phenomena and problems were observed (Sugiyono, 2009). Researchers used a scale as data collection instruments. This study, the scale of SRL were prepared using the three possible answers, which is agree (A), sometimes (S), and disagree (D). Researchers divided two categories of items statement, which is good (favorable) and not good

(unfavorable) and determine the weight value. For both items (favorable), starting from 3,2,1 subject scores. As for the items is not good (unfavorable) score of the subject begins 1,2,3.

In the study conducted, the scale of SRL used was adapted from the scale developed by Zimmerman & Martinez Pons (1986: 618) with a blue print that is based on the aspects that occur in SRL. Based on the blueprint adapted, researchers merancang scale SRL. The draft preparation of the distribution amount for the scale SRL item is as follows.

Table 3. Blue print scale Self Regulated Learning Indicators Item Definition Total

Indikator	Definition	Item		Total
		Favorable	Unfavorable	
Goal setting and planning	Statements indicating student setting of educational goals or sub goals and planning for sequencing, timing, and completing activities related to those goals: e.g., 'First, I start studying two weeks before exams, and I pace myself.'	3 item	3 item	6

(Adopsi dari Zimmerman & Martinez-Pons 1990)

These items requiring validation for more accurate and achieve the desired objectives. Items that otherwise valid then reassembled for use as a research actual data collection, while the items declared invalid discarded.

The scale of this SRL is a method *Summated* Likert scale

rating. According to Azwar (2011) the rating is Summated method statements that put an individual in a situation describes himself, by choosing one of the three alternative answers provided, agree (A), sometimes (S), and disagree (D). The method used for data analysis is as follows.

A) The growth rate of the (Goal setting and planing) of the students

To know the description of the level of SRL both general and specific, steps as follows:

- 1) Descriptive Statistics with *SPSS version 16.0 for Windows*
- 2) Looking for the highest score: the number of items (n) x highest score (x_t)
- 3) Looking for the lowest score: the number of items (n) x lowest score (x_r)
- 4) Find the theoretical average: number of items (n) x 2.5
- 5) for the standard deviation: $\frac{\text{highest score (x}_t\text{)} - \text{lowest score (x}_r\text{)}}{6}$
- 6) Search for categories

The purpose of this category is to determine the individual into separate groups in a way tiered demands a consti based on the attributes being measured. For this study will be used type of category level with three levels of classification, namely:

Table 4. Categorization of Analysis Criteria based on the Theoretical Average

Score Interval	Criteria
$\mu + 1\sigma \leq X$	High
$\mu - 1\sigma \leq X < \mu + 1\sigma$	Medium
$X < \mu - 1\sigma$	Low

Information:

μ : Theoretical average

σ : Standard deviation (Azwar, 2011: 109)

B) Determining Percentage of SRL

After doing the criteria and knowing the number of individuals that there is a group, the next step namely to determine the percentage is by the way as follows:

$$P = \frac{f}{n} \times 100\%$$

Information:

P = percentage f = frequency

f = frequency

N = number of subjects

RESULTS and DISCUSSION

A. Results

The growth component of SRL in students can be obtained from the answers of statements every indicator of SRL especially on the goal setting and planing that has been given to the students. Learning implemented by applying the model of Problem Based Learning based learning MOODLE, this research aims to grow student's SRL especially on goal setting and planing. Pre cycle stage, goal setting and planing using 6 items then generated statistics as follows.

Table 5. Descriptive statistics *Self-Regulated Learning* based *Goal Setting and Planing*

	N	Minimum	Maxsimum	Average	Std. Deviasi	Varian
<i>Goal Setting and Planning</i>	40	6	14	8,15	2,225	4,951
<i>Valid N (listwise)</i>	40					

Self-Regulated Learning distribution grouping based *goal setting and planing* is done manually with the following details.

Highest score : $6 \times 3 = 18$

The lowest score : $6 \times 1 = 6$

Theoretical average (μ) : $6 \times 2.5 = 15$ Standard deviation (σ) : 2

Based on the criteria in Table 5 then obtained the result of the category of student SRL (pre cycles) is as following.

Table 6. SRL Students based *Goal Setting and Planing* Pre cycle

Score interval	Criteria	<i>Goal Setting and Planing</i>	
		Frequency	%
$17 \leq X$	High	0	0
$13 \leq X < 17$	Medium	3	7,5
$X < 13$	Low	37	92,5
Total		40	100

Based on Table 6 it can be seen that the overall student SRL is in the low category. Average

Empirical obtained a value of 8.15, which, if put into a theoretical average size, it is within low category ie $X < 13$ as many as 37 students (92.5%) and $13 \leq X < 17$ as many as 3 students (7.5%) in medium category. From the description it can be concluded that the SRL students based goal setting and planing are in the low category. After the implementation of Problem Based Learning learning through MOODLE, statistics goal setting and planing students are generated as follows.

Table 7. Descriptive statistics *Self Regulated Learning* based *Goal Setting and Planing*

	N	Minimum	Maxsimum	Average	Std. Deviasi	Varian
<i>Goal Setting and Planing</i>	40	13	18	15,85	1,406	1,977
Valid N (listwise)	40					

Self-Regulated Learning distribution grouping based *Goal Setting and Planing* do manually with the following details.

Highest score : $6 \times 3 = 18$

The lowest score : $6 \times 1 = 6$

Theoretical average (μ) : $6 \times 2.5 = 15$ Standard deviation (σ) : 2

Based on the criteria in Table 7, then obtained the result of the category of student SRL (post cycle) is as follows.

Table 8. SRL Students based *Goal Setting and Planing* Post Cycle

Score interval	Criteria	<i>Goal Setting and Planing</i>	
		Fequency	%
$17 \leq X$	High	15	37,5
$13 \leq X < 17$	Medium	25	62,5
$X < 13$	Low	0	0
Total		40	100

Based on Table it can be seen that the whole student SRL is in the moderate category. Average empirically obtained value of 15.85 which, if put into a theoretical average size, it is within medium category that is $13 \leq X < 17$ as many as 25 students (62,5%) and $17 \leq X$ as many as 15 students (37%) in high category. From the description it can be concluded that the SRL students based *Goal Setting and Planing* are in medium categories.

b. Discussion

Research using model Problem Based Learning combined with online media learning with e-learning form that MOODLE application is running properly and smoothly. Learning is a new learning implemented by the class X SAINS 2, it is evident from the observation that learning is usually done by subject teachersbiology use learninglecture, discussion, and frequently asked questions. When teachers use students' lecture calm conditions, although there are

still some students who are not paying attention. When the teacher explains that students rarely ask if there is a material that is poorly understood, and many students are using the phone or internet during the learning so that it is the primary obstacle for teachers because they do not know whether the explanation can be accepted by the students or not. Based on observations also that enthusiastic SAINS 2 class X students to follow the lessons tend to be low. Activity monitor, manage and control their cognition, motivation, and behavior, which are oriented or goal-directed learning has not yet appeared in the student. The use of Problem Based Learning model study with the help of MOODLE be one alternative that can be implemented in the teacher encourages students to be more active and eager to follow the lessons and has a fascination with the material being taught the teacher in the classroom or outside the classroom.

According to Amir (2013), learning Problem Based

Learning is a teaching model that uses real-world problems as a context for students to learn critical thinking and problem solving skills to acquire knowledge and essential concepts of the subject matter. According Gea et al. (2010) model of learning is not structured to help teachers convey a lot of information but teachers as presenters of the problem, submitting a question, and as a facilitator. Based on the results of previous studies Kitsantas (2013), in learning Problem Based Learning can support students to conduct SRL in him that learning goal setting, self-monitoring of learning, self-reflection, and maintaining the motivation to learn. In addition the results of the research Mediawati (2012), the application of learning Problem Based Learning can foster students' motivation of asepek Attitude (Attitude) 26.05; Relevance (linkage) 23.07; Confidence (Confidence) 22.89; and Satisfaction (Satisfaction) 23.60, and improve learning outcomes by 35.02%. The MOODLE according Wahono (2006: 1) an application or program LMS (Learning Managment System) in the form of e-learning, so that students can access learning materials in the form of videos, pictures, and sound and can give an active response. The active response determines the speed and sequencing of the presentation. Based on the results of previous studies Wijaya (2012), a model of learning by using web-based e-learning, increasing student interest, perceived belajarpun process interesting and not boring in this case because the students are actively involved in learning. In addition, the results of previous research related to the use of MOODLE learning applications made by Ramadan (2011) also showed that 82.86% of the students have a response and interest in the good attitude or positive.

Thus, the implementation of Problem Based Learning when combined with MOODLE will be able to invite students to monitor, regulate and control their cognition, motivation, and behavior-oriented or goal-directed learning. So that students are more active in learning and easier to understand the subject matter because of the guidance done by teachers inside or outside learning. Based learning has been conducted by researchers, student responses at their lessons well. To-face learning at the time, were active and give more students a lot of feedback and questions. This is because the students understand the problems and in understanding and using fun learning model by analyzing the cases relating to everyday life.

SRL grow in the student if it has aspects of successful learning strategies by setting goals (Kitsantas, 2013). According to research Schunk (2011), shows that planning and goal setting can help the success of understanding the concept of learners. According to Zimmerman and Martinez Pons (1986: 618) divides SRL strategies include goal setting and planning are students set goals or sub-objectives of education and plans to rank priorities, timing, and complete activities related to tersetbut goal. Arrangements such purposes is done by the students during

the action are treated. It is known from the analysis of the descriptive indicators of goal setting and planning prior to action in the low category ie with a percentage of 45.3% in the empirical mean value of 8.15 which, when placed on the size of the average theoretical located on the $X < 13$ a total of 37 students are in low category. After being given the treatment or the act of goal setting and planning students are categorized in the medium category with a mean of 15.85 empirically that when placed in a theoretical average is at $13 \leq X < 17$ as many as 25 students with a percentage of 87%, so an increase of 38.1% , Then this means that the subject is quite good in setting goals to be achieved in learning and planning both in terms of priority tasks, allocation of time and activities that support learning (Effeney et. Al., 2013).

CONCLUSION

Applying learning model Problem Based Learning aided MOODLE can increase student SRL particular goal setting and planing class X SAINS 2 SMA Negeri 3 Jember on Ecological materials, namely pre- cycle SRL students categorized as low overall with 45.3% while the percentage of after action SRL students were categorized by the percentage of 87% so that it can be said that the SRL of students increased by 38.1%.

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