

**THE HISTORICAL AND PEDAGOGICAL
DEVELOPMENT OF PROBLEM-BASED LEARNING
IN ENGLISH LANGUAGE EDUCATION OVER TIME
(A Library Research)**



Intelligentia - Dignitas



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A Thesis Submitted in Partial Fulfilment of the Requirements for Master Program
of English Language Education

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI JAKARTA
2025**

THE HISTORICAL AND PEDAGOGICAL DEVELOPMENT OF PROBLEM-BASED LEARNING IN ENGLISH LANGUAGE EDUCATION OVER TIME
(Library Research)

ABSTRAK

Fauziyatul Uzma. (2025). The Historical and Pedagogical Development Problem-Based Learning in English Language Education (A Library Research). Thesis. Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Problem-Based Learning (PBL) menjadi pendekatan pedagogis yang semakin penting dalam Pendidikan Bahasa Inggris karena mendorong pembelajaran yang berpusat pada peserta didik, kolaboratif, dan menumbuhkan keterampilan berpikir kritis yang esensial untuk abad ke-21. Meskipun telah diadopsi secara global, masih diperlukan pemahaman yang sistematis tentang bagaimana PBL berkembang secara historis dan pedagogis dalam konteks ELT, terutama di tengah tren pendidikan yang terus berubah dan inovasi teknologi.

Penelitian ini bertujuan untuk menelusuri proses adopsi dan institusionalisasi PBL dalam Pendidikan Bahasa Inggris, memeriksa evolusi metode pengajaran dan praktik kelas dari waktu ke waktu, serta menganalisis pengaruh tren pendidikan dan inovasi teknologi terhadap penerapan PBL. Dengan menggunakan pendekatan penelitian kepustakaan yang sistematis, studi ini mengkaji berbagai sumber ilmiah yang diterbitkan antara tahun 2010 hingga 2025, termasuk buku akademik, artikel jurnal terindeks, dokumen kebijakan, dan laporan penelitian empiris.

Hasil penelitian menunjukkan bahwa adopsi dan institusionalisasi PBL dalam ELT dibentuk oleh kerangka kebijakan, kepemimpinan institusi, dan reformasi kurikulum, dengan variasi tingkat penerapan di berbagai wilayah. Metode pengajaran dan praktik kelas berkembang menjadi lebih berpusat pada peserta didik dan kolaboratif, dengan pemanfaatan teknologi untuk mendukung berpikir kritis, kreativitas, dan kompetensi komunikatif. Selain itu, integrasi kerangka keterampilan abad ke-21, model PBL berbasis teknologi, dan lingkungan pembelajaran berbantuan AI semakin mentransformasi desain dan pelaksanaan PBL dalam konteks ELT. Temuan ini selaras dengan tujuan penelitian dan memberikan pemahaman komprehensif tentang perkembangan PBL dalam Pendidikan Bahasa Inggris, sekaligus menawarkan wawasan untuk mendorong inovasi pedagogis dan penelitian di masa depan.

Kata kunci: Problem-Based Learning, Pendidikan Bahasa Inggris, PBL berbasis teknologi, keterampilan abad ke-21, pembelajaran berbantuan AI.

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Problem-Based Learning (PBL) has become an increasingly important pedagogical approach in English Language Education (ELT) because it promotes learner-centered, collaborative, and critical thinking skills essential for 21st-century learning. Despite its global adoption, there remains a need to systematically understand how PBL has evolved historically and pedagogically within ELT, especially in light of changing educational trends and technological innovations.

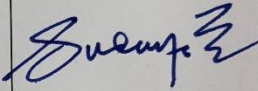
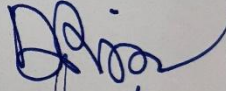
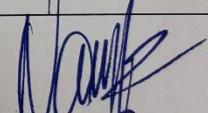
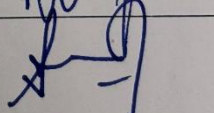
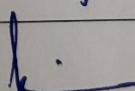
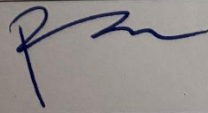
This study aims to trace the historical process of adopting and institutionalizing PBL in ELT, examine the evolution of teaching methods and classroom practices over time, and analyze the influence of educational trends and technological innovations on PBL implementation. Using a systematic library research approach, the study reviews a wide range of scholarly sources published between 2010 and 2025, including academic books, peer-reviewed journal articles, policy documents, and empirical research reports.

The findings show that PBL adoption and institutionalization in ELT have been shaped by policy frameworks, institutional leadership, and curricular reforms, resulting in varying degrees of integration across regions. Teaching methods and classroom practices have evolved to become more learner-centered and collaborative, with increasing use of technology to support critical thinking, creativity, and communicative competence. Moreover, the integration of 21st-century skills frameworks, technology-enhanced PBL models, and AI-supported learning environments is transforming how PBL is designed and delivered in ELT contexts. These findings align with the study's objectives and contribute to a comprehensive understanding of PBL's development in English Language Education, offering insights to inform future pedagogical innovation and research.

Keywords: Problem-Based Learning, English Language Education, Technology-enhanced PBL, 21st-century skills, AI-supported learning.

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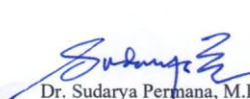
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I hereby declare that the thesis entitled "THE HISTORICAL AND PEDAGOGICAL DEVELOPMENT OF PROBLEM-BASED LEARNING IN ENGLISH LANGUAGE EDUCATION OVER TIME (Library Research)" is my own work, does not contain elements of plagiarism, and all sources cited or referenced have been properly acknowledge. I understand the consequences and affirm that this work complies with the ethical standards of academic integrity.

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PREFACE

Only Allah SWT, the Almighty God, is worthy of the researcher's gratitude for spending the time necessary to finish this thesis, "The Historical and Pedagogical Development Problem-Based Learning in English Language Education (A Library Research)". The author also expresses gratitude to a number of individuals who assisted her in finishing this thesis.

This thesis was turned in to Universitas Negeri Jakarta in order to fulfil the requirements for a Magister of English Language Education.



ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. All praise is to Allah SWT, The Prime Light, The Provider of Guidance. His blessings have enabled me to complete this scientific work, the thesis to fulfill the requirement for the master's degree in English language education. Gratitude is also sent to Rasulullah SAW; may prayers and peace be upon him, his family, his companies, and his true followers.

The completion of this thesis entitled *The Historical and Pedagogical Development of Problem-Based Learning in English Language Education Over Time (A Library Research)* would not have been possible without precious support from the advisors: Dr. Siti Drivoka Sulistyaningrum, M.Pd and Dr. Ratna Dewanti, M.Pd. I thank them very much for the mentorship throughout the research process. Their guidance, feedback, and encouragement are all invaluable and meaningful to me.

I would also like to extend my gratitude to the examiners of the thesis defense, Prof. Dr. Muchlas Suseno M.Pd, Prof. Dr. Ilza Mayuni, MA and Dr. Li Rizdika Mardiana, M.Pd, for providing comprehensive evaluation and constructive feedback to this research project. My deep gratitude is also expressed to all other motivational lecturers in the Magister of English Language Education study program: Prof. Dr. Ifan Iskandar. M.Hum, Dr. Sudarya Permana, M.Hum, Dr. Sri Sumarni, M.Pd, Dr. Darmahusni, M.A, and also to all the staff of MPBI. All credit to my family, colleagues, and friends for the continuous support. I should highlight that this work is primarily dedicated to my mom, the most loving and warmest person ever. May Allah reward all who have supported me with much goodness.

Lastly, I hope this study will contribute to the field of English language education and inspire readers to conduct further research on this field.

Jakarta, 25 July 2025

Fauziyatul Uzma

TABLE OF CONTENTS

ABSTRACT.....	iii
PREFACE	iv
ACKNOWLEDGEMENT	viii
LIST OF FIGURES.....	xi
CHAPTER I	1
INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	3
1.3 Purposes of The Study	3
1.4 Significance of The Study	3
1.5 Research Scope	4
1.6 State of the Arts	5
CHAPTER II.....	7
LITERATURE REVIEW	7
2.1 The Concept of Problem-Based Learning (PBL).....	7
2.1.1 Theoretical Problem-Based Learning (PBL).....	7
2.1.2 Key Characteristics and Principles of PBL	8
2.1.3 Advantages and Challenges of PBL	10
2.2 Historical Development and Implementation of PBL.....	11
2.2.1 1960s–1990s: Origins and Global Expansion	11
2.2.2 Late 1990s–Early 2000s: Early Adoption in English Language Education.....	13
2.2.3 2011 Onward: Institutionalization and Curricular Integration	14
2.2.4 2010s–2020s: Pedagogical Innovations and Digital Integration	16
2.2.5 2020–2021: Pandemic-Driven Transformation	18
2.2.6 2022–Present: Policy Support and Future Directions.....	19
2.3 Educational Trends and Technological Innovations Supporting PBL in ELE	21
2.3.1 Global Educational Trends Shaping PBL.....	22
2.3.2 Role of Educational Technology in Enhancing PBL in ELE.....	24
2.3.3 Integration of Digital Tools and Online Platforms in PBL-based ELE	26
2.3.4 Opportunities and Challenges in Technology-Enhanced PBL	28
2.4 Relevant Previous Studies.....	29
2.4.1 International Studies on PBL in English Language Education	29
2.4.2 Indonesian Studies on PBL in English Language Education	30
2.4.3 Research Gap	31
2.5 Theoretical Framework	32
2.5.1 Summary of Theories Supporting the Study	32
2.5.2 Conceptual Model Guiding This Study	33
CHAPTER III.....	36
RESEARCH METHODOLOGY	36
3.1 Research Design.....	36
3.2 Research Setting.....	36
3.3 Data, Data Sources and Instrument.....	37
3.4 Data Collection and Data Analysis Procedure	38

3.5 Data Validity.....	40
CHAPTER IV	42
FINDING AND DISCUSSION	42
4.1 Findings.....	42
4.2 The Process of PBL Adoption and Institutionalization in ELT	42
4.2.1 Early introduction of PBL in ELT	42
4.2.2 Adoption Trends in Different Regions.....	43
4.2.3 Institutional Support and Curriculum Integration	44
4.2.4 PBL in Indonesian ELT Context: Adoption Challenges and Progress ..	45
4.3 Evolution of Teaching Methods and Classroom Practices.....	47
4.3.1 Evolution of Teacher Roles	47
4.3.2 Evolution of Student Roles.....	48
4.3.3 Instructional Materials and Learning Tasks.....	49
4.3.4 Innovations in Assessment Practices	51
4.4 Influence of Educational Trends and Technological Innovations on PBL in ELT.....	52
4.4.1 Integration of 21st-Century Skills Frameworks	53
4.4.2 Technology-Enhanced PBL Approaches	54
4.4.3 AI-Supported Learning Environments.....	55
4.5 Synthesis of Findings and Conceptual Model.....	56
CHAPTER V.....	59
CONCLUSION AND SUGGESTIONS	59
5.1 Conclusions.....	59
5.2 Suggestions	60
REFERENCES.....	61

LIST OF FIGURES

Figure 2.1 Conceptual Model of the Development and Implementation of PBL in English Language Education.....	33
Figure 4.1 Conceptual Model of PBL Development in ELT.....	57

