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Improving Islamic Education Learning Outcomes with Problem Based Learning Models and Discussion Methods

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning models and discussion methods. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics. The results of the study indicate that problem based learning models and discussion methods can improve student learning outcomes in Islamic religious education learning. Thus, the use of problem based learning models and discussion methods can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcome, problem based learning, discussion method, islamic education.

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INTRODUCTION

Islamic Religious Education plays an important role in shaping the character and morals of students in schools. However, the learning results of PAI in many schools, including SMA Muhammadiyah 1 Padang, are often unsatisfactory. This is due to various factors, including learning methods that are less varied and less attractive to students. Therefore, a new approach is needed to improve student learning outcomes. One of the methods that can be used to overcome this problem is Problem Based Learning (PBL). This method emphasizes learning through real problem-solving that is relevant to students' daily lives. With group discussions through mind mapping, students are not only taught to remember information, but also trained to think critically and creatively in solving problems. Research shows that the application of group discussion in PAI learning can significantly improve student learning outcomes.

SMA Muhammadiyah 1 Padang, in the context of the implementation of Group Discussion, is expected to change the dynamics of PAI learning to be more interactive and interesting. Through this approach, students will be more actively involved in group discussions and collaborations, which in turn can improve their understanding of the material being taught. Previous research has also shown that the use of the Group Discussion method can improve students' motivation to learn and participate. Thus, this

study aims to explore the effectiveness of the implementation of Group Discussion in improving the learning outcomes of Islamic Religious Education in grade X students at SMA Muhammadiyah 1 Padang. It is hoped that the results of this research can make a positive contribution to the development of teaching methods in schools and improve the quality of religious education in Indonesia.

Problems in learning Islamic Religious Education (PAI) are often related to several factors, such as less innovative teaching methods, limited learning resources, and lack of student motivation in understanding and practicing religious values. Many teachers still use lecture methods that are less interactive, so students feel bored and have difficulty understanding the material in depth. In addition, limited media and technology in PAI learning are also obstacles, especially in areas with minimal educational facilities.

Another challenge is the lack of parental involvement in supporting religious education at home, so that the values taught in schools are not always in line with the family environment. In addition, the influence of globalization and social media also pose their own challenges, where students are more exposed to information that is not always in line with Islamic teachings. Therefore, innovation is needed in learning methods, better use of technology, and synergy between schools, families, and communities to increase the effectiveness of PAI learning.

The Problem-Based Learning (PBL) model has many benefits in learning because it encourages students to think critically, creatively, and independently in solving problems. With this model, students not only receive information passively, but also actively seek solutions to real problems given in learning. PBL helps improve analytical thinking skills because students must identify problems, collect information, analyze data, and develop relevant solutions. In addition, this model also improves cooperation and communication skills, because students usually work in groups to discuss and solve problems. In the context of Islamic Religious Education (PAI), PBL can help students understand and apply Islamic values in everyday life through solving problems related to ethics, morals, and worship. With this approach, students are more motivated to learn because they feel they have an active role in finding answers to the problems they face. Therefore, Problem-Based Learning is one of the effective learning models in improving students' understanding, thinking skills, and involvement in the learning process.

The discussion method has many benefits in learning because it encourages students to think critically, communicate effectively, and actively participate in the learning process. Through discussion, students can exchange ideas, express opinions, and develop skills in analyzing and evaluating a problem. This method also helps increase students' self-confidence because they are trained to speak in front of their friends and convey arguments logically. In addition, discussions encourage students to be more active in seeking information and understanding the material more deeply, because they must prepare answers and opinions supported by facts or theories. In Islamic Religious Education (PAI) learning, the discussion method is very effective in discussing moral issues, ethics, and the application of Islamic teachings in everyday life, so that students not only understand the concept theoretically but are also able to apply it in real life. Thus, the discussion method can increase student involvement, enrich their insights, and build an attitude of tolerance and openness to various points of view.

METHODS

Based on the problems and objectives of the research, this type of research is qualitative research in the form of Classroom Action Research. Classroom Action Research is a type of research conducted directly by teachers in learning practice, where teachers (researchers) take certain actions to overcome problems found in the field. This research is included in the category of Classroom Action Research, which is research conducted by a person who works in the field he is working on without changing the implementation

system. In this study, the researcher will be directly involved in the entire process of research activities.

This research was carried out using the group discussion model, which is a learning model applied by teachers and students. In this learning, students will have group discussions with their group members about the material provided, interact with other groups through question and answer sessions, and observe and learn learning activities using the group discussion model. In addition, students will also carry out learning activities according to the scenarios in the model, summarize and conclude the results of information searches, copy information into notebooks, and finally work on student worksheets.

RESULTS

This research is planned in two cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the method of group discussion of students. Before taking action, the researcher first took student data as preliminary data. This initial data becomes a measure of success or not after being given an action. In the first cycle (1) the teaching and learning process is carried out using the application of the group discussion method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently. In the second cycle (2), it is already the implementation of class actions, namely further actions. Islamic Religious Education learning is carried out using the application of the group discussion learning method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle.

The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and infrastructure) and supervisors or teachers of Islamic Religious Education subjects in class X E 3 SMAN 1 Lunang. The overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design, evaluation results, learning modules, which have been prepared and consulted with the supervisor.

In carrying out research by applying the group discussion method in Islamic Religious Education lessons, the researcher also observed the learning process that took place to find out the learning outcomes of students using 2 cycles. However, first the researcher took the initial value of students' learning outcomes in teachers of Islamic Religious Education subjects as a comparison of pre-cycle, cycle I, and cycle II learning outcomes. The initial data obtained by students before applying the group discussion method. Based on the results of the study, the researcher took pre-cycle data from teachers of Islamic Religious Education before applying the discussion method to students in class X E3. The models for each stage are as follows, In cycle 1, two meetings were held, in the first activity of the learning design to achieve the basic competency "Knowing how to deal with natural disasters". In the draft, a scenario of activities that will be carried out is prepared by applying a discussion method that is adapted to the material.

The planning for this first activity is as follows, 1) Preparing learning scenarios; 2) Prepare observation formats and assessment instruments; 3) Divide the study group consisting of 3-4 people. The implementation of the first action will be carried out on Wednesday, December 3 and 10, 2024 from 09.20 to 11.05. The learning activity began by showing videos about natural disasters such as floods, tsunamis, volcanic eruptions, and earthquakes. Students observe seriously. Furthermore, the teacher gave a brief review of the video and then conveyed the competencies to be achieved. In the core activity, students were divided into 3 groups, each group consisted of 4-5 students. Before the discussion begins, the teacher provides explanations and directions about the discussion procedures. Furthermore, each group was divided into discussion worksheets to be worked on with their group members.

The themes discussed by each group are the same and some are different. After the group discussion, each group reported the results of the discussion and was responded to by the other group. The teacher gives explanations and affirmations to the results of the discussion, then together with the students make a classically conclusion. At the end of the lesson, students are given an assignment to work on competency test questions. After completing the problem, students are given homework, namely reading the next subject matter Observation / Data Collection. Data collection on student learning outcomes is carried out after the learning process in cycle I. Thus data can be collected and immediately recorded, which is done by making a simple learning result sheet by the researcher and the results are concluded in the form of percentages. Observation. Observation to get accurate data, the right initial method is observation. Observation can be classified as observation without participation observation only performs one function, namely making observations. Observation participates in performing two roles at once, namely as an observer and at the same time participating in the activities it observes.

DISCUSSION

Initial Action Data Description. The results of the study were presented based on the assessment of each learning cycle carried out in the 2023/2024 school year in class X/phase E of SMA Muhammaiya 1 Padang by taking data on the level of students' ability to master the subject matter. In this study, it starts from the initial stage to the final stage. The initial stage of action is the stage before using learning using the Problem Based Learning model, while what is meant by the final stage is the stage of learning improvement using learning using the Problem Based Learning model which includes, cycle 1 is learning using the Problem Based Learning model, and cycle 2 is learning using learning using the Problem Based Learning model by referring to the reflection of cycle 1, so that there is a scenario improvement.

The Problem-Based Learning model plays an important role in overcoming the problem of low student learning outcomes in Islamic Religious Education (PAI) by encouraging them to think critically, actively, and independently in understanding the material. In this model, students are invited to solve real problems related to Islamic teachings, such as ethics in everyday life, tolerance between religious communities, or the application of Islamic values in society. With a problem-based approach, students are more motivated to seek information, analyze, and find solutions, so that their understanding of the material becomes deeper and not just memorizing theory. In addition, PBL also improves collaborative skills through group discussions, which help students learn from different perspectives and enrich their understanding. This method makes learning more meaningful because students can see firsthand the relevance of the material to their lives. Thus, *Problem-Based Learning* not only improves student learning outcomes in PAI, but also shapes their character so that they are able to think in a solution-oriented way and apply Islamic values in everyday life.

The Problem-Based Learning (PBL) model plays an important role in increasing student learning activity in Islamic Religious Education (PAI) learning by involving them directly in the process of solving problems that are relevant to everyday life. With this approach, students not only receive material passively, but also actively seek information, discuss, and formulate solutions to various religious problems, such as ethics in social interactions, tolerance between religious communities, or the application of Islamic values in society. PBL encourages students to think critically and creatively, and increases their curiosity about the material being studied. In addition, this method also develops communication and collaboration skills through group discussions, where students exchange opinions and defend arguments based on their understanding. With more interactive and real-world problem-based learning, students become more motivated and enthusiastic in learning. Therefore, *Problem-Based Learning* is an effective solution to

increase student activity in PAI learning, so that they not only understand the theory, but are also able to apply Islamic values in everyday life.

CONCLUSION

Based on various descriptions, actions and theoretical studies in this PTK, a conclusion can be drawn that, 1) The use of the Problem Based Learning learning model is able to increase student interaction in the learning process; 2) The use of the Problem Based Learning learning model is able to increase students' interest in participating in the learning process; 3) Seeing the success of the implementation of the Problem Based Learning model as above, teachers feel excited in the learning process.

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