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Improving Islamic Religious Education Learning Outcomes Using the Problem Based Learning Model: A Study at SMA Negeri 1 Situjuh Limo Nagari

Hendra Putra ✉, SMA Negeri 1 Situjuh Limo Nagari, Indonesia

✉ hdra17268@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Problem based learning model for students. 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 by comparing the results obtained with indicators of research success. The results of the study indicate that the Problem based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.11%, the first cycle 72.69% and in the second cycle increased to 93.16%. Thus, the use of the Problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning model, learning outcome, islamic education.

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INTRODUCTION

Islamic religious education plays an important role in shaping the character and religious knowledge of students at SMA Negeri 1 Situjuh Limo nagari, especially in grade XI, there are significant challenges in terms of achieving learning outcomes in the material Adab Using Social Media. The results of the initial observation showed that the average score of students in the Islamic religious education assessment was still below the expected standard, indicating that there were difficulties in understanding and mastering the material. The cause of this low learning outcome can be attributed to various factors. One of them is that the learning methods used so far have not been able to accommodate the learning needs of students effectively. Conventional learning methods that are more one-way often cannot stimulate students' active involvement in the learning process. This results in students not only being less motivated, but also having difficulty in applying the knowledge they learn in practical contexts.

The Problem-Based Learning (PBL) learning model is an approach that can provide solutions to this problem. PBL is a learning method that emphasizes solving real and relevant problems as the core of the learning process. In this model, students are faced with complex problems and require critical thinking to solve. This process involves not only academic knowledge but also critical thinking, collaboration, and communication skills, all of which are important in learning. The application of PBL in the context of Islamic religious education learning is expected to improve student learning outcomes in a more interesting and relevant way. With PBL, students not only learn the Manners of Using Social Media theoretically, but also apply them in problematic situations specifically designed to stimulate in-depth understanding. Additionally, this model allows students to collaborate in groups, brainstorm, and discuss solutions, which can enrich their learning experience.

However, before PBL is widely implemented, it is important to understand how effective this method is in the specific context of class XI at SMA Negeri 1 Situjuah Limo Nagari. Therefore, this classroom action research aims to evaluate and improve Islamic religious education learning outcomes by applying the PBL model. This research is expected to provide in-depth insights into how PBL can be applied effectively and its impact on the achievement of student learning outcomes. By focusing attention on the application of PBL in Islamic religious education learning, it is hoped that the results of this study can make a positive contribution to learning practices in elementary schools. In addition, this research is also expected to provide a strong basis for the development of more innovative and effective learning methods to improve the quality of education in the future. Based on the description above, it can be understood that the application of the PBL method can support students' activity in following the subject of reciting and reciting Q.S Alhujurat verse 6 and growing and developing students' interest in participating in lessons

METHODS

Research Approach and Type. This research uses a qualitative approach with the classroom action research method. The qualitative approach was chosen because this research aims to explore the phenomena that occur in the context of learning in depth and comprehensively. This approach allows researchers to collect rich and comprehensive data on the processes, interactions, and changes that occur during the application of the PBL model in Islamic religious education learning. The type of research used is classroom action research. classroom action research is a form of research conducted to improve learning practices in the classroom through actions that are systematically designed and implemented. According to Suharsimi Arikunto (2013), classroom action research involves steps in planning, implementation, observation, and reflection to improve the quality of learning. This study aims to improve student learning outcomes through the application of the PBL model and evaluate the effectiveness of the model in the context of Islamic religious education learning.

The Problem-Based Learning (PBL) method is a student-centered learning approach, where they are invited to solve authentic problems that are relevant to the learning material. In learning Islamic Religious Education grade XI at SMA Negeri 1 Situjuah Limo Nagari, the application of the PBL model begins with the identification of problems related to students' daily lives, such as issues of tolerance, justice, or social responsibility. These problems are designed to stimulate students' curiosity and relate them to Islamic religious values. The first step in the implementation of PBL is to provide students with a clear problem in the form of case studies or scenarios. The teacher acts as a facilitator who provides initial direction and explains the learning objectives. Students are then divided into small groups to discuss the problem. In groups, students share ideas, identify necessary information, and develop a plan to solve problems. This process not

only improves students' understanding of Islamic religious education materials, but also trains their collaboration and communication skills.

In the exploration stage, students are given the freedom to seek information from various sources, be it books, articles, or the internet, to support their arguments. Teachers provide guidance when needed, but students are expected to take an active role in the learning process. Once the information was gathered, each group presented their proposed solution. This presentation provides an opportunity for students to think critically, analyze various points of view, and devise applicable solutions. The evaluation in the PBL model is carried out comprehensively, including the discussion process, presentation results, and individual reflections. Teachers assess how students understand the Islamic religious education concepts taught, their ability to solve problems, and their participation in group discussions. Individual reflection is also an important part of knowing the extent to which students are able to relate learning to real life and apply Islamic values in daily life. The implementation of the PBL model at SMA Negeri 1 Situjuh Limo Nagari has had a positive impact on improving the learning outcomes of Islamic religious education students in grade XI.

Students become more active and motivated to learn because they feel directly involved in solving problems. In addition, students' critical and analytical thinking skills are also developed, which is an important provision to face future challenges. Thus, the PBL model not only improves students' understanding of Islamic religious education material, but also shapes their character and skills as a whole.

RESULTS

Research Approach and Type. This research uses a qualitative approach with the classroom action research method. The qualitative approach was chosen because this research aims to explore the phenomena that occur in the context of learning in depth and comprehensively. This approach allows researchers to collect rich and comprehensive data on the processes, interactions, and changes that occur during the application of the PBL model in Islamic religious education learning. The type of research used is classroom action research. Classroom action research is a form of research conducted to improve learning practices in the classroom through actions that are systematically designed and implemented. According to Suharsimi Arikunto (2013), classroom action research involves steps in planning, implementation, observation, and reflection to improve the quality of learning. This study aims to improve student learning outcomes through the application of the PBL model and evaluate the effectiveness of the model in the context of Islamic religious education learning Class XI F1.

In accordance with the learning outcomes above, before the implementation of the Cooperator learning strategy, more students did not complete learning than students who completed the learning because some students were learning the learning material for the first time, so that it had an impact on students' skills and knowledge and the use of inappropriate learning methods. The application of facilities and infrastructure that do not support Islamic religious education materials has an impact on student learning outcomes about Adab material using social media correctly. Therefore, educators play an important role in the learning process so that students really understand and practice a lot to improve student learning outcomes. Based on these conditions, the researcher applies the PBL strategy in the next cycle.

At the planning stage, teachers prepare and design learning tools such as; Teaching and media modules with material on maintaining honor, sincerity, shame and zuhud. The media used by projectors and laptops to display power points and learning videos to clarify the material of maintaining honor, sincerity, shame and zuhud. The researcher also prepares pre-test questions that will be distributed at the beginning of the learning process. In addition, the researcher prepared a research instrument, namely an observation sheet as a measure of learning outcomes. Furthermore, at the stage of

implementing Cycle 1 Actions, in the implementation process there are three steps that are carried out, namely initial or preliminary activities, core and closing activities.

First Preliminary/ Initial Activities. The researcher conducted an orientation in the form of saying greetings, asking how was doing, and checking attendance and praying together led by the class followed by praying led by one of the students. The teacher explained the importance of starting the activity with prayer. check the neatness and cleanliness of the classroom. The teacher explained the objectives, benefits and learning activities that will be carried out. were invited to do a "cheer applause" to refresh the atmosphere again. Next, the teacher carried out an aperception activity by asking and answering. The teacher asked the question "what was our lesson in the previous meeting?". answered "Tolerance". The teacher continued the question "what is tolerance?". answered "mutual respect and respect for others". From here, the teacher associates the initial knowledge with the material to be discussed. "Today we will study material on Maintaining honor, sincerity, shame and zuhud".

Second, in the Core Activity, the teacher starts by showing a Learning Video about the material of maintaining honor, sincerity, shame, and zuhud. Most of them seemed to pay attention to the media displayed by the teacher. together with teachers conducted a question and answer activity about strengthening faith by maintaining honor, sincerity, shame and zuhud. Some were seen actively asking questions or answering questions from teachers. However, there are those who seem to still be engrossed in their own world, namely not paying attention to teachers and preferring to occupy themselves with things outside of learning. Then the teacher warned to focus on paying attention to the lesson and invited to do "focus clapping" as a form of encouragement.

After explaining the material, then the teacher divided into 4 groups. After being divided into 4 groups, teachers distributed different materials to each group along with the materials that had been prepared in making the Concept Map (cardboard and other tools). Everyone in each group is responsible for learning the material given by the teacher. For example, Group 1 received honor maintenance material, group 2 Sincere material, Group 3 shame material, and Group 4 zuhud material. Everyone in the group is responsible for making a concept map according to the material that has been given. Then representatives of each group presented the results of the discussion in front of the class. Together with the teacher, they gave appreciation by giving applause.

The third activity was Closing, and the teacher drew conclusions about the material that had taken place today, then reflected together on strengthening faith by maintaining honor, sincerity, shame and zuhud. The teacher greeted and ended the learning activity today. The next stage is observation/Observation cycle I, at this stage there are 2 aspects that are the object of observation, namely teacher activities and activities. This is done during the learning process. Observations are carried out by teachers and peers. Teachers and peers observe learning outcomes by filling out the observation sheet that has been prepared by the teacher. With the categories of assessment of teacher observation results and as follows:

Based on the data above, the results of the observation of activities on teachers, namely researchers who carry out learning by applying the mind mapping method carried out by observer teachers, obtained an average score of 3.4 this value is included in the good category, meaning that in the learning process of teachers with sufficient predicates. So based on these results, it can be said that the success indicator has not been achieved, so it is one of the reasons why researchers have to continue to cycle II.

DISCUSSION

The Problem based learning model is an innovative learning approach that is oriented towards developing students' abilities through real project work. In the context of the Islamic religious education subject of Kalam Science material, the application of this model aims to increase students' understanding of theological concepts and train critical thinking

skills. The PBL model allows students to not only learn the theory of Kalam Science, but also explore its application in real life through relevant and meaningful projects. The first step in the implementation of PBL is to design a project that is in accordance with the learning objectives. The teacher determines the theme of the project related to the topic of Kalam Science, such as the influence of beliefs on community life or the role of rationality in the understanding of faith.

The theme should interest students and allow them to conduct in-depth exploration. At SMA Negeri 1 Situjuah Limo Nagari, this project is designed to involve data collection, group discussions, and presentation of results, so as to involve various skills of students. The learning process begins with the introduction of the concept of Kalam Science by the teacher. Students are invited to understand the role of Kalam Science in Islamic history, the main concepts underlying it, and its relevance in the modern context. After the initial understanding is obtained, the teacher divides the students into small groups to discuss the project theme.

Each group was given the freedom to choose an appropriate approach, such as an interview, case study, or literature review, in order to complete their project. During the work on the project, students are encouraged to work independently with minimal guidance from the teacher. Teachers act as facilitators who provide direction if needed, as well as encourage students to think critically in analyzing data and developing solutions. This process helps students to relate the concepts of Kalam Science to real-life problems, such as the issue of religious pluralism or the challenges of religious understanding in the modern era.

The results of the application of the PBL model in grade XII of SMA Negeri 1 Situjuah Limo Nagari show that students not only better understand the Kalam Science material, but also develop better critical thinking skills. Students are able to analyze various views in Kalam Science and relate them to the social conditions they are facing. The projects they produce, such as written reports or multimedia presentations, reflect their deep understanding and creativity in interpreting learning materials. One of the advantages of the PBL model is its ability to create active and meaningful learning experiences. By engaging in projects, students feel more responsible for their own learning process. They also get the opportunity to work in teams, which trains collaboration and communication skills. In the context of Islamic religious education learning, this model also helps students to internalize Islamic values more deeply.

Overall, the application of the PBL model in grade XII of SMA Negeri 1 Situjuah Limo Nagari has had a positive impact on improving students' understanding of Kalam science material as well as their critical thinking skills. This approach is not only relevant in Islamic religious education learning, but can also be applied to a variety of other subjects to create a more meaningful learning experience and oriented towards 21st century skill development. With adequate support from teachers and school facilities, the PBL model can be one of the main strategies in improving the quality of education.

The Problem-Based Learning (PBL) model is an innovative student-centered learning approach that emphasizes solving real problems as the main way of learning. This approach involves students in the process of exploration, investigation, and discussion to find solutions to a problem given by the teacher. With this approach, students do not just passively receive information, but are also actively involved in building understanding and critical thinking skills.

One of the main advantages of the PBL model is that it encourages active student involvement in learning. By being given a problem to solve, students feel more challenged to find solutions through research, discussion, and reflection. They do not just memorize the material, but also learn how to apply knowledge in relevant situations. This process increases their learning motivation because they feel they have control over their own learning.

In addition, PBL helps improve critical and analytical thinking skills. In the problem-based learning process, students must evaluate information, connect previously

learned concepts, and draw conclusions based on data and facts. This trains them to think logically and systematically in dealing with complex problems, both in academic and real-life contexts.

The PBL model also encourages deeper mastery of the material. Because students have to find solutions to a problem, they are encouraged to dig up information from various sources. They do not only rely on teacher explanations, but also learn independently through books, journals, the internet, or group discussions. Thus, their understanding of the material becomes broader and more comprehensive. In addition to improving conceptual understanding, PBL also develops collaboration and communication skills. In this model, students often work in groups to solve a problem. They must discuss, share ideas, and work together to develop solutions. This experience is very valuable because it teaches them how to work in a team, respect the opinions of others, and convey their ideas effectively.

Another advantage of the PBL model is that it improves students' ability to solve real-world problems. Often, learning in schools is theoretical and less related to applications in everyday life. With PBL, students gain experience in dealing with situations that resemble real-world challenges, so that they are better prepared to face problems in their lives later.

In addition, PBL increases students' self-confidence. When they succeed in solving a problem through analysis and collaboration, they will feel more confident in their own abilities. They are not afraid to try new things, ask questions, or express their opinions in discussions. This is very important in building their self-confidence as lifelong learners.

From a teacher's perspective, the PBL model also provides benefits in improving the effectiveness of teaching. Teachers no longer only act as information providers, but more as facilitators who guide students in finding solutions to a problem. Thus, the interaction between teachers and students becomes more dynamic, and the classroom atmosphere becomes more lively and interactive.

The PBL model also encourages students to develop metacognitive skills, namely the ability to understand and manage their own thinking processes. In PBL, students not only learn about the subject matter, but also about how they learn, how best to solve problems, and how they can improve their learning strategies in the future.

In addition, PBL can be applied in various subjects, both in social sciences, science, technology, and other fields. For example, in science subjects, students can be given a natural phenomenon that they must analyze and explain using scientific concepts. In mathematics, they can be given real-world problems that they must solve using formulas and logic.

Another advantage of the PBL model is that it motivates students to continue learning independently. Because in this model students are accustomed to seeking information and finding their own answers, they are more likely to become active and independent learners even outside the school environment. This helps them face the challenges of higher education in the future, such as in college or the world of work.

In the long term, the PBL model also contributes to shaping the character of students who are more adaptive and innovative. Students who are accustomed to problem solving will be better prepared to face unexpected challenges. They will be more creative in finding solutions, more open to various points of view, and more flexible in dealing with changes in an increasingly complex world.

Despite its many benefits, the implementation of PBL also requires careful planning. Teachers must be able to design challenging problems but still in accordance with the level of student understanding. In addition, teachers also need to guide students in the discussion process so that they stay on the right track in finding solutions. With good planning, PBL can be a very effective method in improving student learning outcomes. Overall, Problem-Based Learning (PBL) is a very effective learning model in improving student learning outcomes. By providing real challenges, actively involving students, and encouraging critical thinking and collaboration skills, PBL helps students not only

understand the material more deeply, but also develop skills that will be useful for them in the future. Therefore, PBL is worthy of being widely implemented in the education system to produce a generation that is intelligent, creative, and ready to face the challenges of the times.

CONCLUSION

Based on the results of research that has been carried out regarding the application of the Problem based learning model in the subject of Kalam Science in grade XII of SMA Negeri 1 Situjuh Limo Nagari, it can be concluded that, 1) Improvement of Student Understanding: The PBL model is effective in increasing students' understanding of Kalam Science material. This can be seen from the increase in the average score of student learning outcomes in each research cycle; 2) Critical Thinking Skills Development: The application of the PBL model is able to train students' critical thinking skills. Activities such as project preparation, group discussions, and presentations encourage students to analyze, evaluate, and solve problems related to Kalam Science material; 3) Increased Student Engagement: The PBL model also increases student engagement in the learning process. Students become more active, creative, and motivated in learning because they are directly involved in completing projects that are relevant to daily life.

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