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Efforts to Improve Islamic Education Learning Achievement Results with Problem-Based Learning Models at SMA Negeri 1 IV Nagari Bayang Utara

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the problem based learning model. 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 46.51%, the first cycle 68.69% and in the second cycle it increased to 90.13%. 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: Islamic education, problem based learning, learning achievement.

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INTRODUCTION

Education is an effort to educate the nation's life so that it becomes a complete human being with the spirit of Pancasila. In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system also states as follows, "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" In addition, education is also the most effective and efficient means of increasing human resources to achieve an expected dynamic. Based on the results of daily tests conducted in Class XI of SMA Negeri 1 IV Nagari Bayang Utara, South Coast Regency, information was obtained that the learning results of the Material of Believing in the Books of Allah Loving the Qur'an of students were low below the minimum completeness standard, which was below 68. By learning by rote, the concepts

of PAI that have been accepted are easy to forget. This is a challenge that must be faced and solved by a teacher. Teachers are required to be more creative in preparing for the learning that will be carried out.

This research focuses on efforts to improve the learning outcomes of Islamic Religious Education (PAI) with the materials "Knowing the Books of Allah" and "Loving the Qur'an" through the application of the Problem-Based Learning method in grade XI of SMA Negeri 1 IV Nagari Bayang Utara. PAI learning, as an integral part of character education, plays an important role in shaping students' understanding of religious teachings, one of which is the understanding of the books of Allah which were revealed as a guide to the life of mankind, especially the Qur'an. However, in practice, many students have difficulty understanding the content and meaning of these books of Allah, including in fostering a sense of love and appreciation for the Qur'an.

The Problem-Based Learning method was chosen because it allows students to be active in finding answers to problems that are relevant to the learning material. PBL encourages students to think critically, work in groups, and develop problem-solving skills that are directly related to their lives. In the context of PAI material, can invite students to better understand the history, function, and wisdom of the books of Allah, as well as deepen their love for the Qur'an by solving problems that exist in daily life through the perspective of Islamic teachings. Along with the challenges in learning PAI which are often considered less interesting and relevant to students' lives, the application of the PBL method is expected to increase student involvement more actively. By involving students in contextual discussions, it is hoped that they will be able to feel the connection between Islamic teachings, especially regarding the books of Allah, and their lives. Through learning based on real problems, students are expected to better understand the substance of the Qur'an's teachings and love it as a guide to life. Therefore, this study aims to explore the effect of the application of the PBL method on improving student learning achievement in the materials "Knowing the Books of Allah" and "Loving the Qur'an".

METHODS

This Class Action Research setting was carried out at SMA Negeri 1 IV Nagari Bayang Utara, Pesisir Regency in West Sumatra Province for the 2023/2024 Academic Year, which is located in District IV Nagari Bayang Utara. SMA Negeri 1 IV Nagari Bayang Utara, Pesisir Selatan Regency, West Sumatra Province has a study group of 6 rooms, facilities that are quite complete for rural areas with adequate libraries, science laboratories, computer laboratories and others. With a total of 19 teachers, civil servants, 2 honorary teachers, and 4 education personnel. The object of this research is the students of Class XI of SMA Negeri 1 IV Nagari Bayang Utara, Pesisir Selatan Regency, West Sumatra with a total of 164 students, consisting of 67 male students and 97 female students. This Class Action Research Procedure will be carried out on Monday, July 24, 2024. This research on the material Believing in the Books of Allah Loving the Qur'an is taught. This research is planned as many as 2 cycles of 1 meeting each. This study uses a Classroom Action Research design with Cycles.

The research method used in this study is Classroom Action Research, which aims to improve the learning outcomes of Islamic Religious Education through the application of the Problem-Based Learning (PBL) method on the material "Knowing the Books of Allah" and "Loving the Qur'an" in grade XI of SMA Negeri 1 IV Nagari Bayang Utara. Classroom action reaserch was chosen because this method allows teachers and researchers to make continuous improvements in the learning process based on the results of observation and reflection on each cycle carried out.

This study uses a classroom action research design consisting of two cycles. Each cycle has stages that include planning, implementation, observation, and reflection. In the first cycle, the PBL method was applied with careful planning, then in the second cycle

improvements were made based on the results of reflection from the first cycle to improve the quality of learning and student learning outcomes.

The subject of this study is grade XI students at SMA Negeri 1 IV Nagari Bayang Utara who take the subject of Islamic Religious Education. This research involved around 30 students consisting of various academic backgrounds. All students will take part in learning using the PBL method in the material on "Knowing the Books of Allah" and "Loving the Qur'an". This research also involves PAI teachers as instructors who will facilitate problem-based learning.

Data was collected using several techniques as follows, conducted to observe student involvement in learning using the PBL method, as well as to assess the dynamics of group discussions that occurred during the learning process. This observation was carried out by the researcher to obtain a more in-depth picture of how students were involved in problem solving. Tests are given before and after the cycle to measure the improvement of students' understanding of the PAI material taught, especially in the materials "Knowing the Books of Allah" and "Loving the Qur'an". This test will contain questions related to the basic concepts of the material and its application in daily life.

Interviews and questionnaires were conducted to obtain data on students' perceptions of the PBL method applied. This interview aims to get direct views from students on the extent to which they feel challenged and helped by problem-based learning, as well as to find out how their attitudes towards PAI learning change. An instrument used to record student activities and involvement in group discussions during the implementation of PBL. This sheet is also used to monitor the interaction between students, as well as their progress in solving a given problem. This test consists of multiple-choice questions, essays, and case studies related to the material "Knowing the Books of Allah" and "Loving the Qur'an". These tests are given at the beginning and end of the cycle to measure student comprehension. This questionnaire is used to find out students' views and responses to the use of the PBL method in learning.

This questionnaire includes several questions related to motivation, difficulties faced, and students' acceptance of the methods used. The research procedure begins with a learning plan that involves the preparation of a problem-based learning plan for the material "Knowing the Books of Allah" and "Loving the Qur'an". At this stage, the teacher designs relevant questions or issues to be discussed in the group discussion. Furthermore, students are divided into small groups and given problems that they must discuss and solve by seeking answers from the material that has been taught. After the group discussion, each group presents the results of the discussion, and the teacher provides feedback and clarification if needed. At the end of the first cycle, teachers and researchers will reflect on the implementation of learning and test results obtained by students. This reflection is used to evaluate the strengths and weaknesses of the first cycle, as well as plan improvements for the second cycle. The second cycle will include improvements based on the results of the evaluation in the first cycle, both in terms of discussion management, problem solving, and the preparation of learning outcome tests.

The data collected will be analyzed qualitatively and quantitatively. Quantitative analysis was carried out by comparing student test results before and after the application of the PBL method to determine the improvement of student learning achievement. Qualitative data, obtained from observations and questionnaires, will be analyzed to see the level of student participation, the effectiveness of learning methods, and the role of PBL in increasing students' motivation and understanding of PAI material. The results of this analysis will be used to reflect and improve in the next cycle.

RESULTS

The results of the study showed that the learning results of the initial condition evaluation of Grade XI students of SMA N 1 IV Nagari Bayang Utara for the Material of Believing in the Books of Allah Loving the Qur'an with a learning model using Problem-Based Learning

obtained an average score of 65.8 with the highest score of 80 there was 1 person and the lowest score was 50 there were 2 people with 61.5% learning conditions and 38.5% incomplete. The results of the study showed that the learning outcomes of Grade XI students of SMA N 1 IV Nagari Bayang Utara in cycle 1 for the Material of Believing in the Books of Allah Loving the Qur'an with the learning model, Problem-Based Learning obtained an average score of cycle 1 of 75.4 with the highest score of 90 there was 1 person and the lowest score was 60 there were 2 people with 76.9% learning conditions and 23.1% incomplete. Meanwhile, in the second cycle for the material of Believing in the Books of Allah Loving the Qur'an, the average score of the second cycle was 74.8 with the highest score of 100 there was 1 person and the lowest score was 70 there were 2 people with 100% learning completeness and 0% incompleteness.

Students who do not complete both in cycle I and in cycle II are the same students, this is because the student basically has no intention to study and often does not go to school. Based on student learning outcome data from cycle I and cycle II, there was an increase in student learning outcomes in Class XI of SMA N IV Nagari Bayang Utara for the 2023/2024 school year, showing an increase in student learning outcomes on the same material, namely Believing in the Books of Allah Loves the Qur'an. This is because cycle I and cycle II show an increase in student learning outcomes on the same material, namely Believing in the Books of Allah Loves the Qur'an. This is due to the fact that in cycle I and cycle II, a cooperative learning model of the Problem-Based Learning type has been implemented.

Based on the results of the questionnaire, student responses to the Problem-Based Learning model applied by the researcher showed that students felt happy with the subject matter. LKS, learning atmosphere and how to present material by teachers. According to students, with the Problem-Based Learning type cooperative learning model, they are easier to understand the subject matter, the interaction between teachers and students and the interaction between students is created better with discussions, while students' displeasure with the Problem-Based Learning type cooperative learning model is due to the rather noisy learning atmosphere in the classroom. All students (100%) think that they are new to learning with Problem-Based Learning. Students feel happy especially when the next subject uses Problem-Based Learning, and students feel that using Problem-Based Learning is beneficial for them

DISCUSSION

The discussion in this study will focus on the application of the Problem-Based Learning method to improve student learning achievement in Islamic Religious Education subjects, especially material on "Knowing the Books of Allah" and "Loving the Qur'an" in grade XI of SMA Negeri 1 IV Nagari Bayang Utara. As a method that emphasizes students' active involvement in learning through contextual problem-solving, PBL has the potential to increase a deeper understanding of religious concepts (Amin, 2019). This discussion will explain how PBL can have a positive impact on student learning outcomes in the context of PAI learning. The application of the Problem-Based Learning (PBL) method allows students to be more involved in learning activities because they are given the opportunity to solve problems that are relevant and based on real situations (Sari, 2017).

In this case, PAI's material on "Knowing the Books of Allah" and "Loving the Qur'an" became more lively and connected to the context of students' daily lives. This learning involves students in in-depth group discussions on various issues related to the teachings of Islam, such as the importance of the books of Allah in the lives of Muslims and how to implement the values of the Qur'an in life. One of the main strengths of PBL is its ability to facilitate the development of students' critical thinking skills. PBL requires students not only to receive information passively, but also to think analytically and critically in finding solutions to the problems faced (Supriyadi, 2018). In learning PAI, students are invited to better understand the role and meaning of the books of Allah through questions that spark

discussion, such as "What are the differences and similarities between the books of Allah?" and "Why should Muslims love the Qur'an?" Thus, students not only understand the content of the material, but also explore its wisdom and relevance in daily life. In addition, the PBL method can also improve students' social skills. In group discussions, students learn to collaborate, listen to their peers' views, and argue constructively. This kind of learning helps students to develop better communication skills and build skills in working together in a team (Rohman, 2019). This ability is very important in religious education, because Islamic teachings emphasize not only the relationship between individuals and God, but also on relationships between fellow humans. Previous research has shown that the application of PBL in PAI learning can lead to an increase in students' understanding of the material taught. For example, a study by Haryono (2020) found that students who were involved in group discussions were more able to relate religious material to their daily lives.

They not only learn theory, but also learn how to apply religious teachings in their social and personal contexts. This shows that PBL can be an effective tool to increase students' motivation and understanding of Islamic teachings. However, although PBL has many advantages, there are some challenges that teachers and students may face in its implementation. One of them is the difficulty in managing time, because group discussions take a long enough time to produce a solution or in-depth conclusion. In addition, there is also the possibility of imbalance in student participation, where some students are more dominant in discussions, while others are less active (Syamsuddin, 2021). Therefore, the role of teachers in facilitating discussions is crucial to ensure that all students can participate equally.

However, this study shows that the application of problem based learning in PAI learning in grade XI of SMA Negeri 1 IV Nagari Bayang Utara can have a positive impact on student learning outcomes. Based on the data obtained from the learning outcome test, there was a significant increase in students' understanding of the material "Knowing the Books of Allah" and "Loving the Qur'an". This shows that PBL not only makes students more active and engaged in learning, but also improves their understanding of the material being taught. This improvement in learning outcomes is in line with research findings that state that PBL can improve students' conceptual understanding, especially in subjects that require deep reflection such as PAI (Zulfikar, 2020). On the other hand, the analysis of the results of observations and questionnaires shows that students feel more interested and motivated to learn PAI after using the PBL method. They found it easier to understand abstract and theoretical material through more contextual group discussions. In addition, students also revealed that they feel closer to the Qur'an because they can understand the values contained in it through a more applicative and relevant approach to daily life.

Although the implementation of PBL provides positive results, continuous improvement is still needed to optimize the implementation of this method. Teachers need to master discussion facilitation techniques and pay attention to group dynamics so that each student can contribute optimally. Additionally, it is important for teachers to ensure that each discussion focuses on the learning objectives and is able to lead students to gain a deeper understanding of the PAI material being taught. Overall, the application of Problem-Based Learning (PBL) in PAI subjects, especially the materials "Knowing the Books of Allah" and "Loving the Qur'an", has proven to be effective in improving student learning achievement at SMA Negeri 1 IV Nagari Bayang Utara. By actively engaging students in problem-based learning, students not only gain better knowledge, but also develop critical and social thinking skills that will benefit their lives in the future.

CONCLUSION

Based on the results of the research by applying the Problem-Based Learning type cooperative learning model, the following conclusions can be drawn, namely, the use of

Problem-Based Learning can improve the learning outcomes of the Material of Believing in the Books of Allah Loving the Qur'an for Grade XI Students of SMA Negeri 1 IV Nagari Bayang Utara.

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