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## Implementation of Problem Based Learning Model to Improve Students' Learning Outcomes in Islamic Education Subjects at SMA Negeri 1 Pancung Soal

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using a 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 58.71%, the first cycle 76.39% and in the second cycle it increased to 91.66%. Thus, the use of a problem-based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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### INTRODUCTION

Learning in the classroom will be very effective if teachers carry it out by understanding the role, function and usefulness of the subjects they teach. In addition to understanding these things, the effectiveness is also determined by the ability of teachers to change the teaching model into a learning model as expected by the Ministerial Regulation No. 41 of 2007 concerning Process Standards. The role of PAI subjects is for the intellectual, social and emotional development of students and plays a decisive role in determining the key to success in studying a certain field. The function of PAI subjects is as a field of study to prepare students to be able to reflect on their own experiences and the experiences of others, express ideas and feelings and understand various nuances of meaning, while its use is to help students get to know themselves, their culture, the culture of others, express ideas and feelings, participate in society, make responsible decisions on a personal level, social, discovering and using the analytical and imaginative abilities that exist in him.

In addition to knowing the role, function and usefulness, as a teacher it is also necessary to be able to apply several teaching methods so that the teaching paradigm can be changed into a learning paradigm as a regulatory demand submitted by the government (Ministerial Regulation No. 41 of 2007 concerning Process Standards, Ministerial Regulation No. 16 of 2007 concerning Teacher Qualification Standards). Based on the provisional data obtained that in the learning process of PAI, especially in Phase E.7 students of SMA Negeri 1 Pancung Soal tend to use the conventional model, namely the teacher presents the material, then the students are asked to practice the questions, so that students are less enthusiastic in receiving lessons, students are less enthusiastic in receiving lessons, students are less active in receiving subject matter and lack of collaboration in the learning process, So that there is a lack of learning achievement produced by students, which in fact the learning achievement of students in the previous material has only reached an average score of 70.

So far, the delivery of material in learning activities is still carried out conventionally, and based on documentation studies from year to year The average level of learning completeness is very low compared to other classes. Based on the teaching experience so far, the author can guess that the main problem is that the learning methods that are often carried out by teachers are the lecture and assignment methods. As a result, students' absorption of learning materials is low. If this is not addressed immediately, it will have an impact on low student learning achievement, even the quality of school learning is doubtful so that schools are increasingly lagging behind and less trusted by the community.

To overcome these problems, it is necessary to apply a variety of learning methods. The variety of methods in question must be able to increase student motivation and learning outcomes and condition learning into a multidirectional communication process, so that students can become the main subjects in learning and not just as learning objects like in conventional methods. Teachers try to use suitable and appropriate methods to be able to overcome these problems with various considerations, teachers use the Problem Based Learning model which can correct shortcomings in the previous learning process. Through the Problem Based Learning model, it can help teachers in delivering PAI lessons, and students can more easily accept PAI lessons.

This aims to motivate students to improve their learning achievement and get maximum results. If before the implementation of the Problem Based Learning model from year to year, the average level of learning completeness was less encouraging, it is hoped that after using the method, students' motivation and learning outcomes can increase. Based on the information and conditions of the students above, the researcher felt interested in conducting a study with the title "Application of Problem Based Learning (PBL) Learning Model to Improve Student Learning Outcomes in Islamic Religious Education Subjects on Materials Staying Away from Promiscuity and Adultery Phase E.7 at SMA Negeri 1 Pancung Soal".

## **METHODS**

This research, using the type of Class Action Research or in English called Class Action Research (CAR) aims to apply Problem Based Learning (PBL) in improving student learning outcomes in Islamic Religious Education (PAI) subjects at SMAN 1 Pancung Soal. This study is designed to evaluate and improve the learning process by using the Problem Based Learning (PBL) model as an intervention. In the research variables, there are two variables, including the following; 1) Independent Variables: Application of the Problem Based Learning (PBL) model; 2) Dependent Variable: Student learning outcomes in Islamic Religious Education (PAI) subjects. Data Type; 1) Quantitative data: Test results and student learning scores; 2) Qualitative data: Observation of learning activities, responses of students and teachers to Problem Based Learning (PBL). Primary Sources; 1) Students and teachers at SMAN 1 Pancung Soal; 2) Secondary Sources: Related documents, such as

the PAI curriculum, records of previous learning outcomes, and literature on Problem Based Learning (PBL). Data Collection Techniques; 1) Test: Exam or quiz to measure student learning outcomes before and after the implementation of the Problem Based Learning (PBL) model; 2) Observation: Direct observation of learning activities and the application of the Problem Based Learning (PBL) model in the classroom; 3) Documentation: Collection and analysis of documents relevant to the learning process and learning outcomes. Data Analysis Techniques; 1) Quantitative Data: Descriptive analysis to describe student learning outcomes before and after the implementation of the Problem Based Learning (PBL) model. Statistical tests (e.g., t-tests or variance analysis) to find out significant differences in learning outcomes; 2) Qualitative Data: Thematic analysis to identify patterns and themes from the results of observations and interviews. The use of data triangulation to ensure the validity of research results.

## RESULTS

Based on the results of the author's observations, information from peers, questionnaires, looking at the previous daily test scores and the results of the pre-action test, almost in all Phase E of SMAN 1 Pancung Questions for the 2024/2025 school year, most students (more than 75%) did not meet the value of the learning goal achievement criteria (KKTP) of 70 with the average score of the daily test only reaching 68 and the average deviation of 4. This shows uneven abilities among students. The learning climate is less conducive and learning interest tends to be relatively low. This condition is dominated by Phase E.7 with a total of 36 students consisting of 9 male students and 27 female students. Based on student questionnaires and information from peers, it shows the cause of students' low understanding of a low subject matter concept, especially Islamic Religious Education and Ethics subjects, most students mention that the learning process is less interesting and less varied, the material is less interesting, the environment is less supportive, and the infrastructure to support learning is inadequate. Meanwhile, the average pre-cycle score has only reached 67.

The completeness criteria set for learning outcomes and learning activities are 70. Based on the description above, it shows that the level of student mastery of learning objectives has not been achieved, because only 27.7% of students have achieved KKTP/KKM scores. So through the drill learning model and problem-based learning, it is hoped that it can improve the learning outcomes of Phase E.7 students of SMA N 1 Pancung Question. To compare the scores in each cycle with the criteria for achieving learning objectives (KKTP) or also known as the K13 curriculum with the term Minimum Completeness Criteria (KKM) that has been determined by the Islamic religious education teacher of SMA Negeri 1 Pancung Soal which is 70, data analysis is needed. Therefore, students are said to have completed their studies if they get a score of  $\geq 70$ . So, it is said that it is not complete if there are students who get a score of less than 70 or have not reached the Minimum Completeness Criteria or Learning Goal Achievement Criteria (KKM/KKTP) that have been determined. Furthermore, to determine the end of each cycle of improvement, the Classical Completeness Criteria benchmark is used.

A class is called complete learning if in the class there are  $\geq 85\%$  of students who have completed learning (Daryanto, 2011:191). The initial activity of the first cycle was carried out based on the observation of the PAI learning of the class that has been described above, that in the learning of PAI Phase E.7 there are still many shortcomings, this is because in teaching teachers still use conventional methods, namely lectures in the learning process, so that students are still busy with their personal activities, the lack of activity of students in answering and asking questions and the results of PAI lessons are still not good. It can be seen from the results of the initial ability test that has been carried out. Based on the problems that arise, an action is planned in the learning process. From the actions given, it is hoped that it can improve the learning outcomes of Islamic Religious Education (PAI).

Cycle I action consists of several stages, namely: Planning, Implementation, Action, Observation and Reflection. Based on the results of research observations in cycle I, it can be said that the quality of learning has not experienced a significant improvement. It is characterized by the following; 1) Students' ability to understand patient material in facing disasters and exams is not as expected. Students who achieved KKTP/KKM only 10 students (27.8%) while 26 students (72.2%) were still below KKTP; 2) Students are less active in learning activities. This is reflected based on the assessment of the learning process, there are 63.8% of students who are inactive. Based on the results of the analysis, the goals to be achieved from the learning activities have not been met. Based on this analysis, the following is a reflection of the shortcomings that have been found.

Teachers are expected to plan and implement problem-based learning models with more interesting or better strategies or methods. Students are expected to be more active in the learning process, by actively asking questions, responding to the results of group discussions, answering teachers' questions, and always responding to stimuli given by teachers. Based on the results of the analysis and reflection above, the actions in cycle I are said to have not been successful because they have not achieved maximum results. Therefore, cycle II is needed to improve the learning process in cycle I, it needs to be implemented. Based on the results of the author's observations, information from peers, questionnaires, looking at the previous daily test scores and the results of the pre-action test, almost in all Phase E.7 of SMA N 1 Pancung Questions for the 2024/2025 academic year, most students (more than 75%) did not meet the value of the Learning Goal Achievement Criteria (KKTP) 70 with the average score of the daily test only reaching 68 and the average deviation of 4. This shows uneven abilities among students. The learning climate is less conducive and learning interest tends to be relatively low.

This condition is dominated by E.7 with the number of participants educated 36 students consisting of 9 male students and 27 female students. Based on student questionnaires and information from peers, it shows the cause of students' low understanding of a low subject matter concept, especially Islamic Religious Education and Ethics subjects, most students mention that the learning process is less interesting and less varied, the material is less interesting, the environment is less supportive, and the infrastructure to support learning is inadequate. Meanwhile, the average pre-cycle score has only reached 67. The completeness criteria set for learning outcomes and learning activities are 70. However, after carrying out this second cycle, students have experienced a lot of progress and excellent improvement. This can be seen from the results of the list of values in cycle II. Based on the description above, it shows that the level of student mastery of learning objectives has been achieved, because only 83.3% of students have achieved the score according to the KKTP. So through the discussion learning model and problem-based learning, it is hoped that it can improve the learning outcomes of Phase E.7 students at SMA N 1 Pancung Soal.

## **DISCUSSION**

The application of the problem-based learning model (PBL) in improving student learning outcomes in the subject of Islamic Religious Education (PAI) regarding the material "Staying Away from Promiscuity and Adultery" in phase E.7 of SMA Negeri 1 Pancung Soal, shows significant development. The PBL model is designed to equip students with critical thinking, analytical, and problem-solving skills in real-life contexts. By utilizing the PBL model, students are faced with real problems or issues that are relevant to the topic being studied, in this case promiscuity and adultery. This approach aims to improve students' understanding of the dangers and negative consequences of such behavior from a religious perspective.

The application of the PBL model, the learning outcomes of students in this material are relatively low. Many students do not fully understand the impact of promiscuity and adultery, and how to avoid it. This is due to the lack of student involvement in learning



that is more theoretical in nature and less related to their daily life experiences. The application of the PBL model provides a more effective alternative by connecting the material with real social problems, so that students can understand the context and importance of maintaining religious values in their lives. During the implementation of the PBL model, students were given case studies related to the problem of promiscuity and adultery that often occurs among teenagers. They are asked to work in groups to find the right solution based on Islamic religious values. Group discussions and presentations conducted by each group provide opportunities for students to exchange ideas, solve problems together, and develop their communication skills. This process allows students to actively engage in learning and formulate their own understanding of the material. The results of the evaluation conducted after the implementation of the PBL model showed a significant improvement in student learning outcomes. The average score of students in the post-test evaluation increased compared to the pre-test conducted before the implementation of the PBL model.

In addition, the level of student learning completeness also experienced a significant increase, reaching more than 85% after the implementation of this model. These results show that the PBL model is effective in improving students' understanding of the material taught, especially in the context of social issues and religious values. In addition to increasing learning outcomes, the application of the PBL model also has a positive impact on the development of students' social skills and character. In group discussions, students are not only taught to work together, but also to think critically and consider different perspectives before making decisions. This model also helps students develop empathy and social awareness, as they are given the opportunity to look at the problem of promiscuity and adultery from a broader perspective, not only as a violation of religion, but also as a social issue that has an impact on their lives. However, challenges in implementing the PBL model remain.

Some students still have difficulty in identifying problems precisely or devising appropriate solutions. However, with guidance from teachers and structured group discussions, these problems can be overcome. Teachers act as facilitators who direct students to think critically, provide constructive feedback, and help them stay focused on learning goals. Overall, the application of the PBL model to the PAI subject of the material "Staying Away from Promiscuity and Adultery" at SMA Negeri 1 Pancung Soal proved to be effective in improving student learning outcomes. This model not only improves material comprehension, but also equips students with essential skills in everyday life, such as critical thinking, working together, and problem-solving. With these encouraging results, the PBL model can be used as one of the effective alternatives for PAI learning in the future.

Problem-based learning models can improve student learning outcomes because they encourage them to think critically and actively in solving problems. In this approach, students are given a real problem that must be solved through analysis, discussion, and problem solving independently or in groups. Thus, students not only receive information passively but also develop deeper thinking skills, which ultimately improve their understanding and learning outcomes.

In addition, problem-based learning models help students develop collaboration and communication skills. Because students often work in groups to solve problems, they learn how to discuss, share opinions, and listen to the views of others. This interaction not only improves the understanding of the concepts being learned but also builds important social skills in their academic and professional lives.

Problem-based learning also increases students' motivation to learn because they are more involved in the learning process. By facing problems that are relevant to real life, students feel that learning is more meaningful and has a direct connection to the world around them. This makes them more enthusiastic in finding solutions, understanding the concepts being taught, and being more responsible for their own learning process.

This model also helps students develop essential problem-solving skills. By continuously being trained to face and solve various problems, students become more accustomed to identifying problems, finding relevant information, and implementing effective solutions. This ability is very important in real life, both in the academic world and in the workplace, where individuals must be able to think creatively and make the right decisions.

Finally, problem-based learning can improve students' memory of the material being studied. Because students experience the process of finding solutions directly and understand concepts in a more active way, they find it easier to remember and apply the knowledge in the future. This is different from traditional learning methods which tend to be passive and rely on memorization. With a problem-based approach, students are better able to connect theory with practice, so that their understanding of the material becomes stronger and lasts longer.

## CONCLUSION

The initial activity of cycle II was carried out based on the observation of the PAI learning of the class that has been explained above, that in the learning of PAI Phase E. 7 Advanced there are still many shortcomings, this is because in teaching teachers still use conventional methods, namely lectures in the learning process, so that students are still busy with their personal activities, the lack of activity of students in answering and asking questions and the results of PAI lessons are still not good. It can be seen from the results of the initial ability test that has been carried out. Based on the problems that arise, an action is planned in the learning process. From the actions given, it is hoped that it can improve the learning outcomes of Islamic Religious Education (PAI). Cycle III action consists of several stages, namely: Planning, Implementation, Action, Observation and Reflection.

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