DARUSSALAM: Scientific Journal of Islamic Education

Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 13 Padang

Yuslaini ✉, SMA Negeri 13 Padang, Indonesia

✉ *yuslaini602@gmail.com*

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 49.71%, the first cycle 65.39% and in the second cycle increased to 88.66%. Thus, the use of problem-based learning models can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Islamic Religious Education has an important role in the formation of students' personalities. The formation of the person in question is the Muslim personality and the progress of society and culture that does not deviate from the values of Islamic teachings. The Problem Based Learning model is one of the learning models where real reasoning can be applied comprehensively, because in it there is an element of finding problems and solving them. The elements contained in it are finding problems and solving problems. One of the methods used in this school in learning is Problem Based Learning which can train students to discuss and solve the problems they face, so that students do not just sit quietly listening to the teacher's explanation. In essence, the purpose of learning is not only to master and understand what and how something happens, but also about why it can happen. One of the weaknesses that often occurs in the world of education is the number of students who get high test scores but when faced with real-life problems, they cannot overcome them.

Many people are good at explaining the theory and concept of a problem, but cannot provide solutions when facing real problems in life. Education contains many subject contents, one of which is Islamic Religious Education and Ethics. Islamic Religious Education and Ethics is one of the subjects that must be included in the curriculum of every formal educational institution in Indonesia. This is because religious life is one of the dimensions of life that is very important for every individual and citizen. Through religious education, it is hoped that individuals with intact personalities will be realized in line with the nation's view of life. For this reason, Islamic Religious and Ethics education has a very heavy task, which is not only to print students in one form, but to try to grow and develop the potential that exists in them as optimally as possible and direct it so that the development of this potential runs in accordance with the values of Islamic teachings. Therefore, teachers who are educators are required to be creative or be able to create a new atmosphere in the learning process. One of the learning models that can develop student skills is Problem Based Learning. Based on the description above, this scientific study focuses on improving learning outcomes regarding students' mastery of marriage material in Islam which is packaged in the form of classroom action research with the title "Application of Problem Based Learning Model to Improve Student Learning

METHODS

Research Location The research location is at SMA N 13 Padang, Jalan Tj. Aur Kel. Balai Gadang Kec. The condition of the number of teachers is 78 rang, all of whom have been educated in S1, there are 52 ASN and 6 GTT and TU staff. Condition The total number of students is 1020 people. There are 11 classes in grade 10, 10 classes in grade 11, and 16 classes in grade 12. SMA Negeri 13 Padang is also equipped with a meeting room, computer laboratory, department practice lab, library, mosque, teacher's room, administration room, principal's room, BP/BK room, canteen, cooperative, student activity room (Student Council, UKS, PKS, Rohis, PMR) and bathrooms. The subjects of this study are students of grade XII MIPA 2 SMA Negeri 13 Padang Academic Year 2023-2024 totaling 35 people with details of men and women. Research Object, looking at the title of the research whose research location is in the classroom, it can be seen that this research is a classroom action research (PTK). According to Hopkins in Bambang Warsito, Classroom Action Research or better known as classroom action research is a systematic study of efforts to improve the quality of educational practices by community groups through the practical actions they take and reflect on the results of their actions.

The data collection techniques used to collect information in this action research are as follows; 1) Observation or observation, is a complex process composed of various biological and psychological processes, two of the most important are observation and memory processes, data collection techniques with observation are used when research is related to human behavior, work processes, natural phenomena and when the observed respondent is not too large and in certain situations, to obtain information about the desired phenomenon. In this case, the researcher uses activity observation sheets; 2) Test, is a series of questions that require test answers as a measuring tool in the assessment and evaluation process and has an important role in measuring the knowledge, skills, intelligence, talents or abilities possessed by individuals or groups. In the learning process, tests are used to measure the level of achievement of student success after carrying out learning activities. The tests used in cycle I are in the form of multiple choice, cycles II and III are in the form of brief descriptions; 3) Documentation, which is data obtained directly from the research site, such as photos of student activities and relevant data to support the research.

RESULTS

Cycle I was carried out on Monday, December 7, 2023 with a time allocation of 3 x 45 minutes in accordance with the RPP that had been designed. Cycle I was carried out in one meeting. The material taught at this stage is about the Purpose and Law of Marriage in Islam, the implementation of PTK in this cycle begins with saying the opening greeting, the teacher conditions the class and asks students to pray together after that the teacher checks the readiness of the students by reading the attendance attendance and checking the neatness of the clothes and the teacher conveys the KI KD and the learning objectives. In the core activity, the teacher explained about the purpose and law of marriage.

After explaining the material, students were divided into several discussion groups. In the discussion process, the teacher provides guidance to students in investigating information related to the material, such as providing opportunities to ask questions for those who do not understand discussion instructions or materials that are difficult to understand. In addition, teachers allow the use of the internet to help find additional information related to the material. When students discuss, the teacher also goes around each group to ensure that the discussion goes well. After finishing the discussion, the teacher asked to present the results of their discussion and continued with corrections to the results of the discussion together with other group students. The teacher gave a learning evaluation after the presentation was completed and all students worked on it individually and collected the results of the evaluation that had been done. Based on the results of the evaluation, 23 students who reached the completion criteria with a minimum completeness criterion of 74 and 11 students who did not complete the project with a low average class score of 73.43. With these results, the percentage of students' learning completeness in the material about marriage in Islam is only 65.71% of the number of students in one class.

Analysis of the results of student evaluation shows that there is a problem of students feeling sleepy during the learning process. This is because students are less enthusiastic in participating in the learning process. In addition, the learning process is considered less challenging. To get around this problem, what teachers can do is to implement a reward and punishment system for students who stand out during the learning process. In addition, students are also less active in discussion activities. This is due to the teacher's instructions to discuss are still unclear. To get around this, it is hoped that teachers can make a structured discussion sheet complete with student activities or discussion instructions. From the results of the reflection on cycle I above, all alternative solutions to solve the problems found are expected to be implemented well in cycle II in order to improve the results of student learning evaluation in accordance with the purpose of conducting this class action research. Cycle II was carried out on Monday, December 14, 2023 with a time allocation of 3 x 45 minutes in accordance with the RPP that had been designed. Cycle II is carried out in one meeting. The material taught at this stage is about the Purpose and Law of Marriage in Islam. The learning begins by saying the opening greeting, the teacher conditioned the class and asked the students to pray together, after which the teacher checked the readiness of the students by reading the attendance and checking the neatness of the clothes and the teacher conveyed the KD KI and the learning objectives. In the core activity, the teacher explained about the purpose and law of marriage. After explaining the material, students were divided into several discussion groups. In the discussion process, the teacher provides guidance to students in investigating information related to the material, such as providing opportunities to ask questions for those who do not understand discussion instructions or materials that are difficult to understand. In addition, teachers allow the use of the internet to help find additional information related to the material.

When students discuss, the teacher also goes around each group to ensure that the discussion goes well. After finishing the discussion, the teacher asked to present the results of their discussion and continued with corrections to the results of the discussion together with other group students. The teacher provides a learning evaluation after the

presentation is completed and all students do it individually and collect the results of the evaluation that have been Done.

Based on the results of the student learning evaluation in the second cycle, a good increase in evaluation results was obtained. This can be seen from the average grade score that has increased, which is 88.57. The number of students who reached the complete category increased to 32 students, while the students who did not complete the program were 3 students, so that the percentage of student learning completeness reached 91.43% of the number of students in one class. Analysis of PAI learning activities applies the problem based learning model, the weaknesses of students that are still found are that there are still some students who seem to be busy with something else, there are still some students who experience difficulties during learning and some students are not able to communicate their opinions. Students still do not often give opinions or are actively involved in groups and have not done their assignments optimally. The learning atmosphere began to seem more lively. Based on the description above, in order to improve weaknesses and maintain the success that has been achieved in cycle II, in the implementation of cycle III, a teacher plan is made to encourage students to be more courageous in expressing opinions and change the formation of student groups into small discussions (3-5) students, so that there is an increase in students' interest in learning in groups. Cycle III was carried out on Tuesday, December 22, 2023 with a time allocation of 2 x 45 minutes in accordance with the lesson plan that had been designed.

Cycle II is carried out in one meeting. The material taught at this stage is about the Purpose and Law of Marriage in Islam. The learning begins by saying the opening greeting, the teacher conditioned the class and asked the students to pray together, after which the teacher checked the readiness of the students by reading the attendance and checking the neatness of the clothes and the teacher conveyed the KD KI and the learning objectives. In the core activity, the teacher explained about the purpose and law of marriage. After explaining the material, students were divided into several discussion groups. In the discussion process, the teacher provides guidance to students in investigating information related to the material, such as providing opportunities to ask questions for those who do not understand discussion instructions or materials that are difficult to understand. In addition, teachers allow the use of the internet to help find additional information related to the material. When students discuss, the teacher also goes around to each group to ensure that the discussion goes well. After finishing the discussion, the teacher asked to present the results of their discussion and continued with corrections to the results of the discussion together with other group students. The teacher gave a learning evaluation after the presentation was completed and all students worked on it individually and collected the results of the evaluation that had been done. Based on the results of the student learning evaluation, the average class score reached 90.57 and experienced an increase from the results of the learning evaluation in the previous cycle. In addition, the number of students who have completed the evaluation that has been given by the teacher has reached 34 students, while the students who have not completed there are 1 student. The percentage of student completeness in the learning evaluation in cycle III reached 97.14% of the number of students in one class, so it can be said that the classroom action research carried out has succeeded in achieving the target, namely the percentage of student completeness reaching 95% of the number of students in one class.

DISCUSSION

The application of the Problem-Based Learning (PBL) model to improve student learning outcomes in marriage material in Islam in grade XII in 2023-2024 aims to encourage students to think critically, analytically, and actively in learning. PBL focuses on solving real problems that are relevant to students' daily lives. In this context, marriage material in Islam is taken as a topic that requires a deep understanding of the laws, ethics, and values related to the institution of marriage according to Islamic teachings. The first step

in the implementation of PBL is for the teacher to present problems or cases that are relevant to the marriage material in Islam.

This case can be a situation that contains problems or dilemmas that are often faced in real life, such as a marriage that is not in accordance with Islamic principles or marriage problems among teenagers. Teachers challenge students to analyze and find the right solutions based on Islamic principles. After the presentation of the problem, students work in small groups to conduct research, discuss, and dig up information from various sources, such as textbooks, Islamic literature, and other media. They analyze the problems given from various perspectives and seek the best solutions based on Islamic teachings, by involving the principles contained in the Qur'an, Hadith, and fatwa of scholars. Group discussions allow students to share knowledge, improve understanding, and encourage active involvement in the learning process.

In the next phase, students present the results of their group discussion to the whole class. Each group explained the solution they found and how the solution was in accordance with the teachings of Islam. This presentation not only assesses the student's comprehension of the material, but also the student's speaking, communication, and ability to work together with his or her peers. The teacher provides feedback on the students' answers and directs a more in-depth discussion to ensure that every aspect of the marriage material in Islam is comprehensively discussed. The PBL method is expected to increase students' understanding of marriage material in Islam, as well as foster critical thinking, analytical, and problem-solving skills. Additionally, with a problem-based approach, students will more easily relate the material they learn to real-life, making learning more relevant and meaningful. PBL also develops students' social skills, as they are invited to work together in groups, respect the opinions of others, and solve problems together.

CONCLUSION

Based on the results of the analysis and discussion that has been presented previously, the researcher can conclude that the application of the problem-based learning model can increase interest and learning outcomes in the subject of PAI marriage material in Islam for students of grade XII MIPA 2 Even Semester SMA Negeri 13 Padang Academic Year 2023/2024. From the actions that have been carried out in this study, several conclusions can be drawn that the application of the problem-based learning learning model can improve learning outcomes in the PAI subject of marriage material in Islam for students of grade XII MIPA 2 Even Semester SMA Negeri 13 Padang Academic Year 2023/2024. The percentage of student learning completeness increased by 31.43%, namely in the first cycle of 65.71%, the second cycle of 91.43% and the third cycle of 97.14%. The average score of student learning outcomes increased by 17.14, namely in the first cycle of 73.43, in the second cycle of 88.57 and in the third cycle of 90.57

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan, Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.