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Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at Tunas Harapan Private Vocational School

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Abstract: This study aims to improve student outcomes in Islamic religious education learning with the Problem Based Learning 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 vocational high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning 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 Learning model can improve student 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Problem Based Learning Learning model can be used as an alternative to improve student outcomes in Islamic religious education learning.

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

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INTRODUCTION

Islamic Religious Education (PAI) and Ethics have a very important role in shaping students' character. PAI education not only aims to teach religious aspects, but also to instill moral and ethical values that will shape the personality of students. In the context of education, ethics is one of the aspects that is very relevant to the social and moral life of the community. Therefore, the teaching of PAI and Ethics must be seriously considered in an effort to create a generation that is not only intellectually intelligent, but also wise in behaving and acting (Mulyasa, 2011).

PAI and Ethics learning not only focuses on teaching religious material and ethical values, but also on forming a balanced mindset and behavior of students between science and morality. One of the important aspects of this learning is the avoidance of negative behaviors such as splurge, riya', sum'ah, takabur, and hasad. Students need to be equipped

with an understanding of how to live a life full of benefits, by staying away from these attitudes. The instillation of these values is very important because it will affect the way students live their daily lives, both in the school environment and in the community (Kurniawan, 2019). Based on the results of the evaluation, it is known that the learning outcomes of class X students in this material are still low. Of the total 20 students, as many as 60% have not reached the Learning Goal Achievement Criteria (KKTP).

The average grade of the class only reached 65, below the minimum standard set by the school, which is 75. This condition shows that there is a gap between the learning goals and the results achieved by students. This low learning outcome can also be influenced by the way teachers deliver material that tends to be monotonous and less attractive to students. Learning methods that do not actively involve students can make them feel less interested in learning. This reduces the effectiveness of learning and causes students to be unable to achieve maximum results in exams or assignments. In this case, a more innovative and comprehensive approach is very necessary to improve student learning outcomes, so that they can respond and understand the material better (Sari & Suryani, 2019).

One solution that can be applied to overcome this low learning outcome is to use the Problem Based Learning (PBL) learning model. PBL is an approach that invites students to be directly involved in solving existing problems. With PBL, students are not only passive listeners, but also active in finding solutions to the problems given. This approach has been proven effective in increasing student engagement as well as their critical thinking skills, which can ultimately improve their learning outcomes (Lestari, 2020). In the context of SMKS Tunas Harapan Sigli, the application of the PBL model is expected to increase student participation in the learning process of PAI and Ethics. By involving students in solving problems relevant to their lives, it is hoped that they can better understand and apply the values taught in this subject.

Therefore, this study is very important to evaluate the extent of PBL effectiveness in improving student learning outcomes in class X of SMKS Tunas Harapan Sigli (Yuliana, 2021). This research also has a high urgency because it will contribute to the development of a more effective PAI learning method at SMKS Tunas Harapan Sigli. In addition, the results of this research are expected to provide new insights and understanding for educators on better ways to overcome low learning outcomes through a more interactive and problem-based approach.

This is very relevant to the need to continue to improve the quality of education in vocational high schools (Nurhayati, 2022). By implementing this research, it is hoped that the results obtained can be a reference to improve the quality of PAI and Ethics learning at SMKS Tunas Harapan Sigli. Furthermore, this research has the potential to have a positive impact on improving students' character and morals, so that they can become individuals who are not only intelligent in knowledge, but also good in morals and daily behavior (Wahyudi, 2017).

METHODS

This research uses a Qualitative and Quantitative approach with the type of Classroom Action Research (PTK). The qualitative approach is used to understand the learning process and changes that occur in students during the implementation of the Problem Based Learning (PBL) learning model, while the quantitative approach is used to objectively measure the improvement of student learning outcomes through tests or evaluations carried out before and after the action.

This study aims to identify whether the application of the PBL learning model can improve student learning outcomes in the material of Establishing a Beneficial Life by Avoiding Extravagance, Riya', Sum'ah, Takabur, and Hasad in Class X of SMKS Tunas Harapan Sigli for the 2024/2025 Academic Year. The type of research used is Classroom Action Research (PTK). PTK is an approach that aims to improve or improve the quality of

the learning process in the classroom through actions that are planned and carried out in cycles.

This PTK consists of four main stages, namely planning, implementation, observation, and reflection, which are carried out repeatedly in several cycles until the desired results are achieved. This Class Action Research (PTK) is entitled "The Application of the Problem Based Learning (PBL) Learning Model to Improve Student Learning Outcomes on Materials for Establishing a Beneficial Life by Avoiding Extravagance, Riya', Sum'ah, Takabur, and Hasad in Class X of SMKS Tunas Harapan Sigli for the 2024/2025 Academic Year."

This research has been carried out at SMKS Tunas Harapan Sigli, located in Sigli, Aceh. The focus of this research is directed at grade X students, who are students in the 2024/2025 Academic Year. This research has been carried out in Semester 2 of the 2024/2025 Academic Year, with a period of 1 month. This research was carried out in two cycles, which were carried out on December 5, 2014 for Cycle 1, and December 14, 2024 for Cycle 2. Each cycle has included several learning meetings, including the planning, implementation, observation, and reflection stages carried out for each cycle.

The subjects of this study are class X students at SMKS Tunas Harapan Sigli, which is estimated to be around 20 students. This research focuses on the development of student learning outcomes related to the material "Establishing a Beneficial Life by Avoiding Extravagance, Riya', Sum'ah, Takabur, and Hasad," which are part of the moral values taught in religious or ethical subjects.

With the application of the Problem Based Learning (PBL) learning model, it is hoped that students can develop critical thinking skills, solve problems, and improve their understanding of moral concepts that are very important in daily life. To collect data in this study, several data collection techniques relevant to the research objectives were used, namely assessment, observation, and interviews.

In this study, several instruments were used to collect the data needed to assess the effectiveness of the implementation of the Problem Based Learning (PBL) learning model, namely Teaching Modules, LKPD, Observation Instruments, and Assessment Instruments. To analyze data obtained from data collection techniques such as assessments, observations, and interviews

RESULTS

This research investigates the effectiveness of applying the Problem-Based Learning (PBL) model to improve student learning outcomes in Islamic Education at SMK Swasta Tunas Harapan. Islamic Education is an essential subject in shaping students' understanding of their faith and moral values, and using innovative teaching models like PBL can help enhance students' engagement and comprehension. The study aims to determine whether PBL can improve both students' academic performance and their ability to apply Islamic teachings in real-world situations.

Problem-Based Learning is an instructional model that encourages students to solve real-world problems by working collaboratively and using critical thinking skills. This model shifts the focus from traditional, teacher-centered approaches to more student-centered learning, where students actively engage in finding solutions to complex issues. In the context of Islamic Education, PBL allows students to explore Islamic teachings in practical and meaningful ways, fostering deeper understanding and stronger connections to their faith.

The research was conducted at SMK Swasta Tunas Harapan, focusing on a group of tenth-grade students. The study used a pre-test and post-test design to evaluate the impact of PBL on students' learning outcomes in Islamic Education. The pre-test results indicated that students had a basic understanding of the subject, but there was a lack of practical application and deeper comprehension. After the implementation of PBL, students participated in activities that involved problem-solving, group discussions, and

application of Islamic teachings to contemporary issues. The post-test results showed significant improvement in both knowledge and understanding.

The findings of the study demonstrated that PBL significantly enhanced student learning outcomes in Islamic Education. Students became more engaged and active in the learning process, as they were required to apply Islamic principles to real-world problems. This approach encouraged students to think critically about Islamic teachings, analyze different perspectives, and collaborate with their peers to find solutions. As a result, students were able to connect the content to their personal lives, making their learning experience more meaningful and relevant.

Another key advantage of PBL was its impact on student motivation. By working on real-life problems, students were able to see the practical value of their studies, which increased their interest and enthusiasm for the subject. The collaborative nature of PBL also promoted teamwork, as students learned to work together to solve problems, share ideas, and support one another in their learning. This sense of collaboration fostered a positive and dynamic classroom environment, where students felt more comfortable expressing their thoughts and engaging in discussions.

Teachers reported that the PBL approach helped create a more interactive and student-centered learning environment. They observed that students were more willing to participate in class discussions and demonstrated greater ownership of their learning. The PBL model also allowed teachers to provide personalized feedback and guidance, helping students to identify areas for improvement and providing the support they needed to succeed. Teachers noted that the method encouraged students to think independently and take responsibility for their learning, which contributed to a more positive and proactive classroom atmosphere.

Despite the positive outcomes, the study also identified some challenges in implementing PBL. One of the main challenges was the need for adequate resources, as PBL activities often require materials and tools that may not always be readily available. Additionally, the implementation of PBL required more time for preparation and facilitation, as teachers had to carefully design problem-solving activities that were both relevant and challenging. However, despite these challenges, the benefits of PBL in improving student engagement and learning outcomes were evident.

In conclusion, the application of the Problem-Based Learning model proved to be an effective strategy for improving student learning outcomes in Islamic Education at SMK Swasta Tunas Harapan. By fostering critical thinking, collaboration, and practical application of Islamic principles, PBL enhanced students' engagement and understanding of the subject matter. The results suggest that PBL is a valuable teaching method that can help students better connect with Islamic teachings and apply them in their everyday lives. Moving forward, it is recommended that schools consider incorporating PBL into their teaching practices to further enrich the learning experience and improve academic achievement.

DISCUSSION

This study shows that the application of Problem-Based Learning (PBL) significantly improves student learning outcomes on the material of Establishing a Beneficial Life by Avoiding Extravagance, Riya', Sum'ah, Takabur, and Hasad. This finding is in line with research by Yusita et al. (2021) which found that the PBL model is effective in improving the thematic learning outcomes of Indonesian lesson content of grade III elementary school students. In the context of moral education, PBL provides opportunities for students to be actively involved in learning. Through group discussions and real problem-solving, students can develop critical and analytical thinking skills. This is supported by research by Setiawan (2020) which shows that the application of the PBL model can improve the thematic learning outcomes of grade IV elementary school students. The increase in student engagement during learning is also seen in this study. Students who

are actively involved tend to understand the material better and are able to apply it in real-life contexts. According to Wulansari et al. (2022), the application of the PBL model can increase student activity in learning Indonesian. However, some students still have difficulty distinguishing between the concepts of *riya'* and *sum'ah*. This difficulty suggests that abstract concepts require a more explicit and structured approach to learning. According to Shofyan et al. (2022), the application of the PBL model to persuasive text material can make students more active and think critically in learning activities. The improvement of student learning outcomes in this cycle strengthens the claim that PBL can have a significant impact on the understanding and application of moral values. All students achieve learning completion, demonstrating that this approach is effective in creating a learning environment that is conducive to the development of cognitive, affective, and social competencies. Research by Cahaya ningsih (2022) also shows that the application of the PBL model in Indonesian subjects in grade XI is effective in improving student learning outcomes. This research also highlights the importance of the role of teachers in facilitating the PBL process. The role of the facilitator is the key to success in PBL. In this study, teachers play an active role in guiding discussions, providing feedback, and ensuring that each student participates optimally. This is in line with the findings by Rahmawati (2021) which shows that the implementation of learning using the PBL model in Indonesian subjects can improve student learning outcomes. In addition, this study shows that the integration of PBL in moral education helps students to understand the relationship between religious values and their application in daily life. Students not only learn theoretically but also learn how to apply those values in their social interactions. According to Narsa (2021), the PBL learning model in Indonesian subjects can effectively improve student learning outcomes in fantasy story text writing materials. In the long run, the implementation of PBL can increase students' moral awareness and help them develop better character. A study by Azira (2022) shows that the application of the PBL model can improve students' explanatory text writing skills. In this study, students showed a positive change in attitude towards the moral values learned. Thus, this study strengthens the evidence that PBL is an effective approach in moral education. These findings can be the basis for developing more interactive and relevant learning strategies in the future, especially in teaching ethical and religious values. The implementation of PBL in moral education can help students develop the critical thinking, analytical, and moral sensitivity skills necessary in daily life.

CONCLUSION

The application of the Problem-Based Learning (PBL) learning model to the material of Establishing a Beneficial Life by Avoiding Extravagance, *Riya'*, *Sum'ah*, *Takabur*, and *Hasad* in class X of SMKS Tunas Harapan Sigli has succeeded in increasing students' active involvement in learning, their critical thinking skills, and their analysis of problems relevant to daily life. The learning process that involves group discussions, case analysis, and presentation of group work results creates a more interactive and effective learning environment to support students' understanding of the material being taught. After the implementation of the Problem-Based Learning (PBL) learning model, student learning outcomes in Islamic Religious Education and Ethics learning showed a significant improvement. All students achieved learning completeness in the second cycle, with the average score increasing compared to the previous cycle. This shows that the PBL model is effective in helping students internalize the moral and religious values taught, as well as improving their ability to understand and apply the subject matter practically.

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