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Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SMP Negeri 2 Huristak

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior 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 problem based learning 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Islamic Religious Education and Ethics is one of the subjects that plays an important role in shaping the character of students to become religious and noble people. One of the important materials taught is about the names and attributes of Allah SWT. This material aims to help students understand and emulate the attributes of Allah as a guideline for life that brings goodness. However, in reality, learning this material is often faced with various challenges. Based on the results of initial observations in grade VII of SMPN 2 Huristak, it was found that the level of students' understanding of this material was still low.

This is shown by their lack of active participation in learning, low learning outcomes, and the lack of application of God's attributes in daily life. One of the factors causing this is the use of learning methods that are less innovative and still teacher-centered, so that students tend to be passive and less involved in the learning process. The

Problem Based Learning (PBL) learning model is one of the alternatives that is believed to be able to overcome these problems.

PBL is a learning approach based on real problem solving, designed to improve students' critical, collaborative, and creative thinking skills. In this model, students are invited to actively explore problems that are relevant to daily life, including how to emulate God's attributes to bring goodness to their lives.

With the application of the PBL learning model, it is hoped that it can increase students' understanding of the material imitating the names and attributes of Allah and applying it in daily life. In addition, this model is also expected to improve student learning outcomes through their active involvement in learning.

Based on this background, the author feels the need to conduct Classroom Action Research (PTK) with the title "Application of Problem Based Learning Learning Model to Improve Student Learning Outcomes on Exemplifying the Name and Nature of Allah for the Good of Life in Class VII SMPN 2 Huristak".

METHODS

The type of research used is classroom action research (PTK). Classroom action research (PTK) is a research activity in the context of the classroom that is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning to improve the quality and results of learning. Classroom action research (PTK) is a reflection research that is carried out in a cyclical manner by teachers/prospective teachers in the classroom. This is said because the PTK process starts from the stages of planning, action, observation, and reflection to solve problems and try new things to improve the quality of learning.

There are two variables used in this study, namely independent variables and dependent variables; 1) Independent Variable Application of Problem Based Learning Model; 1) Student-centered learning strategies to solve real problems; 2) Student activities during the PBL-based learning process (discussion, investigation, presentation, reflection; 3) Steps to implement the PBL model (orientation, organization, guidance, presentation of results, evaluation. Dependent Variable Student Learning Outcomes, increasing students' understanding of the material Modeling the Name and Nature of Allah for the Good of Life, students' cognitive, affective, and psychomotor values after the application of the PBL model, students' ability to apply faith values in daily life.

Polpulation of the research Class action is grade VII students at SMPN 2 Huristak in the 2024/2025 school year, which totals 17 students, with 10 students who are male and 7 female. The types, sources, and data collection techniques in this study are as follows; 1) Data Type. The data collected in this study is qualitative data. Qualitative data provide a deep understanding of the experiences, views, and perceptions of research subjects related to the application of the Problem Based Learning learning model and student learning outcomes in the material Modeling the Name and Nature of Allah for the Good of Life; 2) Data Source

The data sources in this study are; 1) Direct observation: The researcher made direct observations on the application of the Problem Based Learning learning model and the learning outcomes of students on the material Modeling the Name and Nature of Allah for the Good of Life in grade VII of SMPN 2 Huristak; 2) Written test: This study also involves the use of a written test given to grade VII students of SMPN 2 Huristak to measure their understanding and learning outcomes related to the material; 3) Documentation: Documentation data in the form of students' learning outcome scores on the material Modeling the Name and Nature of Allah for the Good of Life. Data Collection Techniques. Observation: The researcher uses direct observation techniques to observe the interaction between teachers and students, student participation, ; 2) the level of students' understanding, and the use of technology in learning Written tests: The written test data collection technique is used to measure students' understanding of the material

Modeling the Name and Nature of Allah for the Good of Life; 3) Documentation: Documentation data in the form of student learning outcome scores obtained from records and archives at SMPN 2 Huristak.

Data analysis is a method used in data processing that is closely related to the formulation of the problem that has been proposed so that it can be used to draw conclusions. In the implementation of classroom action research, there are two types of data that can be collected by researchers, namely; 1) Quantitative data (the value of student learning test results) can be analyzed descriptively, such as finding the average score and percentage of learning success and others; 2) Qualitative data, namely data in the form of information in the form of sentences that give an overview of students' expressions related to the level of understanding of a subject (cognitive), affective, students' activities in participating in lessons, attention, enthusiasm in learning, confidence, can be analyzed qualitatively.

It is used to analyze data from observation and documentation. Technical analysis of data is by describing or describing the data that has been collected as it is without any intention of making conclusions that apply to the general public or generalizations. The data analysis is calculated using simple statistics as follows; 1) Test scoring techniques

The assessment of this test was obtained from the results of the test to improve the understanding of the material of Exemplifying the Name and Nature of God for the Good of Life in the form of a written test of multiple choice questions. Data from the test results obtained, to calculate the average score obtained by students, the researcher uses the mean.

RESULTS

The initial research that the researcher conducted before carrying out the action was in the form of 2 (two) cycles, namely cycle I and cycle II. The observation that the researcher conducts is 1 (one) meeting. The researcher entered classroom VII as a research subject when the teaching-learning process occurred. The data in the form of information obtained by the researcher is described as follows; 1) The learning methods applied are still in the form of lectures, questions and answers, and assignments that cause students to focus less on the learning process carried out; 2) There are some students who are unable to repeat the teaching material delivered by the teacher; 3) Students do not dare to ask questions and express their opinions related to the teaching material presented. Based on the results of data mining conducted by researchers, it was revealed that there are still some students who are passive in learning activities, only a few are active in the learning process.

When the teacher asks a question that answers the question, only a few people answer the question. Many of the scores obtained have not reached the minimum completeness criteria (KKM). 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 students. In this study, observation or observation takes place during the learning process. Observations were made by colleagues in this case, namely 8th grade PAI teachers, with observation guidelines that have been set by the researcher based on the indicators that have been discussed previously.

Colleagues as observers observe and record things that arise during the actions carried out by the researcher, in order to provide input and research results that have been carried out during the learning process. The implementation of the learning process in cycle I using the problem-based learning model is still not optimal. This shows that there are still some students who chat with their friends, are busy themselves such as drawing so that they do not listen to the question and answer process done by other friends, and students are not confident in presenting the results of the discussion.

However, students have begun to enthusiastically pay attention to instructions from the teacher to re-read the material being studied to understand and begin to be

enthusiastic about preparing questions and answers that are likely to be asked. In terms of reading accuracy. From these results, reflection and evaluation are needed to make improvements or improvements at the next meeting.

Because there are still some shortcomings in the learning process in the first cycle, then corrective steps are taken for action in the next cycle, as follows: 1) Providing an understanding of problem based learning model; 2) Motivate and organize students to learn, as well as help investigate the problems given; 3) Teachers are more detailed or clearer in conveying the objectives of the teaching so that students can better understand the material; 4) Teachers guide students who have difficulty conveying the results of the discussion; 5) Thus, the application of the problem-based learning model in improving the activity and learning outcomes of Islamic Religious Education in the first cycle has not reached the maximum indicator results, and must be improved in the second cycle of actions. Cycle II actions consist of several stages, namely planning, implementation, action, observation and reflection.

Based on the implementation of cycle I above, it can be seen that there is an increase in student learning outcomes. The average score of the first cycle observation results reached 71, the highest score was 90 and the lowest score was 60. The number of students who have completed is 12 students (71%) and the number of students who have not completed is 5 students (29%). Furthermore, in the implementation of cycle II above, it can be seen that there is an increase in student learning outcomes. The average score of the observation results of the second cycle reached 85, the highest score of 100 and the lowest score of 75. All students have completed 100%.

Based on the results of the implementation and observation carried out in cycle II, the researcher reflects on all activities in cycle II whose results are; 1) In cycle II, researchers have applied the problem-based learning model well in learning activities; 2) In the second cycle, the percentage of classical completeness of students increased to reach 100%; 3) In the second cycle, the students' activities increased, this was seen in the discussion of the students.

DISCUSSION

The results of the research before being given action, in the initial test, the learning outcomes of students were obtained with an average score of 64. With the number of students who have completed as many as 6 (35%) and those who have not completed as many as 11 (65%). Of these two values, both have not reached the value of completeness.

This shows that the level of learning completeness is still classically low and shows that teachers have not been successful in teaching and teachers find various kinds of problems that require them to make improvements in teaching. The problems that arise consist of several factors in accordance with the opinions below; 1) Internal factors from within students that affect learning outcomes include: skills, interests, talents, efforts, motivation, attention, weaknesses and health, as well as student habits.

One of the important things in learning activities that must be instilled in students is that the learning they do is their own needs. Interest in learning is related to how much individuals feel like or dislike a material that students are learning. This interest must be aroused early in the students; 2) External factors from outside the learners that affect learning outcomes include the physical and non-physical environment (including the classroom atmosphere in learning, such as cheerful and fun), socio-cultural environment, family environment, school programs, teachers, learning implementation, and school friends.

Teachers are the most influential factor in the learning process and outcomes because teachers are managers or directors in the classroom. Based on the above factors, teachers choose to apply the Problem based learning model in improving their teaching. Discussion of Cycle I, after providing actions through learning with the application of the

Problem based learning in cycle I with an average score of 71. With the number of students who have completed as many as 12 (71%) and those who have not completed as many as 5 (29%). This is in accordance with the opinion that the problem-based learning model or giving assignments to students is smarter in learning discussion groups that can be applied to students. The application of this model starts from a technique, namely students are told to search for information and process it in a small group through a student learning discussion.

One of the advantages of this technique is that students can actively exchange opinions and information with each other, especially with smarter students. Based on the description above, it can be concluded that by applying the problem-based learning model, learning can improve learning. Discussion of Cycle II, in cycle II the average grade of the class increased again until it reached 85. We see that the average score has increased from the first cycle, with the number of students who have completed it as much as 17 (100%) and those who have not completed it are no longer there (0%).

This means that learning by applying the problem-based learning model can improve students' learning outcomes in the material Modeling the Name and Nature of Allah for the Good of Life when compared to learning that is still conventional. (Macmilan, 1993).

CONCLUSION

Based on the discussion of the researcher's results, several conclusions can be drawn, namely; 1) The learning outcomes of PAI subjects before the use of the problem-based learning model in the material Modeling the Name and Nature of Allah for the Good of Life can improve the learning outcomes of grade VII students at SMPN 2 Huristak.; 2) The application of the problem-based learning model in the material Modeling the Name and Nature of Allah for the Good of Life can improve the learning outcomes of grade VII students at SMPN 2 Huristak; 3) The learning outcomes of grade VII students of SMPN 2 Huristak after using the problem-based learning model on the material Modeling the Name and Nature of Allah for the Good of Life can improve the learning outcomes of students.

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