Indonesian Journal of Education and Social Humanities

Efforts to Improve Islamic Education Learning Achievement with the Problem Based Learning Model at SMA Negeri 1 Peureulak

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is junior high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show 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 completeness in each cycle with details of 40.19% in the pre-cycle, 69.27% in the first cycle and 87.90% in the second cycle. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, Islamic education, problem based learning.

Citation: Junaidi, Rosita, R., & Nurasiah. (2024). Efforts to Improve Islamic Education Learning Achievement with the Problem Based Learning Model at SMA Negeri 1 Peureulak. *Indonesian Journal of Education and Social Humanities*. 1(3). 107 – 114.

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 X of SMA Negeri 1 Peureulak, East Aceh 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. The factors that cause the above situation include: 1) Students' cognitive ability in understanding the concepts of Mathematics Education is still low; 2) Learning that takes place tends to be monotonous and boring; Students are not motivated to learn Islamic Religious Education.

By learning by rote, the concepts of Islamic Religious Education that have been accepted are easily forgotten. 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. It is developed, for example in the selection of learning models that will be used in learning as a form of learning strategy. Teachers' readiness in managing learning will have a positive impact on students, including student learning outcomes will be better and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning the Material of Believing in the Books of Allah Loves the Qur'an is Problem-Based Learning because students can be actively involved because they have their own roles and responsibilities, so that students' activities during the learning process increase.

Problem-Based Learning is a teaching method by distributing question sheets and answer sheets accompanied by available alternative answers. Students are expected to be able to find answers and solutions to existing problems. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, efforts to improve the learning outcomes of the Material of Believing in the Books of Allah Loving the Qur'an of students were carried out by a Class Action research with the title: "Efforts to Improve the Learning Outcomes of the Material of Believing in the Books of Allah Loving the Qur'an through Problem-Based Learning for Class X students of SMA Negeri 1 Peureulak for the 2023/2024 Academic Year".

This learning model trains and develops the ability to solve authentic problem-oriented problems from students' actual lives, to stimulate higher-order thinking skills. The conditions that must be maintained are a conducive atmosphere of openness, negotiation, and democracy. Problem Based Learning (PBL) or Problem Free Learning (PBM) is a teaching model characterized by real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge according to Duch (in Shoimin, 2014). Finkle and Torp (in Shoimin, 2014) stated that Problem-Based Learning (PBM) is the development of a curriculum and teaching system that simultaneously develops problem-solving strategies and the basics of knowledge and skills by placing students in an active role as daily problem solvers who are not well structured. And the definition above means that PBL or Problem-Based Learning (PBM) is a learning atmosphere that is directed at solving a daily problem.

METHODS

This Class Action Research was carried out at SMA Negeri 1 Peureulak, East Aceh Regency, Aceh Province, in the 2023/2024 Academic Year. The school has 21 classrooms with quite complete facilities, including an adequate library, science laboratory, computer laboratory, and various other supporting facilities. The object of this research is class X students of SMA Negeri 1 Peureulak with a total of 28 students, consisting of 11 male students and 17 female students. This research was conducted on Monday, July 24, 2023, with the learning material "Believing in the Books of Allah and Loving the Qur'an." This study was designed in two cycles, with each cycle carried out in one meeting. The research design used is cycle-based Classroom Action Research. In the first cycle, learning focuses on the subconcept of "Believing in the Books of Allah and Loving the Qur'an." The planning stage includes the preparation of learning tools such as syllabus, lesson plans, teacher and student observation sheets, student worksheets (LKPD), and evaluation tools in the form of written tests with a multiple-choice model.

The implementation stage begins with the teacher explaining the material classically. Furthermore, students were divided into four groups, each consisting of 4-5 people, to study LKPD. In this learning, students carry out activities in accordance with the steps in the LKPD, conduct group discussions and discussions between groups, and answer questions. Each group member is responsible for their respective tasks, as well as working together in completing the assigned tasks. At the observation stage, monitoring is carried out on the implementation of learning. The aspects observed include the activeness of students and teachers in the learning process, which is recorded in the activity observation sheet and the responses of students and teachers. The improvement of student learning outcomes is measured through learning outcome tests. The reflection stage is carried out to evaluate the learning in cycle I. If deficiencies are found, then improvements are made in the next cycle. The success criteria for cycle I are individual completeness of at least 68 and classical completeness of at least 85% of all students who achieve individual completeness based on the results of the learning test.

Cycle II is designed based on the reflection and analysis of data from cycle I, with the aim of correcting previously discovered weaknesses and shortcomings. The stages passed in cycle II are the same as in cycle I, with adjustments so that learning outcomes are more optimal. The data collection technique in this study consists of several methods. Observations are carried out by teachers and collaborators to record the behavior and activities of teachers and students during the learning process. The learning outcome test is used to determine the level of students' understanding of the material being taught. The instruments used in this study include test sheets or daily tests to assess students' learning outcomes, student observation sheets to assess their motivation levels, and teacher observation sheets to evaluate teaching activities carried out. The data analysis in this study was carried out descriptively. The test result data is used to assess the completeness of students' learning or the level of success in understanding the material "Believing in the Books of Allah and Loving the Qur'an" using problem-based cooperative learning. The Minimum Completeness Criteria (KKM) is individually set at a value of 68, which is a reference in determining the success of learning.

RESULTS

In the planning phase, the teacher prepares actions in the form of a Lesson Plan (RPP) that aligns with the Problem-Based Learning (PBL) method for the topic of "Believing in the Books of Allah and Loving the Qur'an," specifically focusing on the subtopic "Theorem: Believing in the Books of Allah and Loving the Qur'an." Additionally, the teacher creates Student Activity Sheets (LKPD), prepares observation sheets for teacher and student activities, and develops a learning outcomes test. Before the implementation in class, the teacher and the observer discuss the observation sheets. The actions were carried out on Monday, July 24, 2023, from 09:50 to 12:05 WIB. The lesson consisted of three stages: the introductory, core, and closing activities. The time allocated for the introduction was 10 minutes, while the core activity was allocated 50 minutes, and the closing activity took 20 minutes.

During the introductory phase, the teacher performed three activities: (1) greeting and checking student attendance, (2) conducting an ice-breaking session with singing, and (3) probing students' prior knowledge and linking it to the upcoming lesson content. During the core activity, the teacher designed activities where students could discover, name, and present concepts. To facilitate discovery, the teacher divided the students into 3 groups, each consisting of 4-5 students. The teacher explained the tasks clearly before the assignments began, so students wouldn't be confused. During the group discussions, the teacher circulated to monitor and occasionally provided feedback on the students' progress. A representative from each group then presented their findings, and other groups were asked for their opinions on the presented answers. If there were mistakes, the teacher would first ask other students to make corrections. Groups that presented

correct findings were praised, while those who did not perform as well were motivated and given reinforcement. The closing phase included (1) evaluating the learning outcomes to assess the students' progress after the Problem-Based Learning strategy was implemented, (2) a review where students reflected on the lesson, and (3) a celebration of the students' achievements with a round of applause. There was an improvement in the participation of Class X students at SMA Negeri 1 Peureulak during the learning activities in the initial condition after the application of the Problem-Based Learning model. This improvement was evident in students' learning outcomes and their responses to the learning activities, though some minor issues remained during the lesson process. Reflecting on these issues, the teacher and observer worked together to address them, aiming for better performance in the next cycle. Before the implementation of Problem-Based Learning, the students' learning outcomes were not ideal. Out of 13 students, 8 students (61.5%) achieved mastery, while 5 students (38.5%) did not, with an average score of 65.8. These results were far from the desired outcomes, so improvements were made for Cycle I, with the focus on enhancing student comprehension of the material on "Believing in the Books of Allah and Loving the Qur'an."

In Cycle 1, several challenges in student comprehension were identified. The first issue was that students did not focus on filling out the LKPD, leaving parts of the sheet incomplete. The second issue was that some students were distracted, engaging in activities unrelated to the lesson, such as playing with their group members. Lastly, a few groups struggled to answer questions correctly during the final evaluation of the lesson. To address these challenges in Cycle 1, new strategies were introduced. The teacher assigned three students from each group to write down the results, ensuring that all parts of the LKPD were filled out completely. The goal was to improve the grouping process and minimize distractions among students. Additionally, the teacher provided more detailed explanations on the material, especially for difficult questions that students struggled to answer. The observer assisted in explaining these difficult concepts. In Cycle 2, the planning phase involved refining the Lesson Plan (RPP) and correcting the issues from Cycle 1. The teacher once again prepared the LKPD and observation sheets and developed a new learning outcomes test. The action was carried out on Monday, July 31, 2023, from 09:50 to 12:05 WIB. The learning activities followed the same structure: an introductory activity (10 minutes), a core activity (50 minutes), and a closing activity (20 minutes).

For the core activity, the teacher divided the students into 5 groups, each consisting of 2-3 students. The same instructions and monitoring techniques were used as in Cycle 1. After completing the group work, a representative from each group presented their findings, and peer feedback was encouraged. The teacher provided praise for accurate findings and motivated students who struggled to fully engage. In the closing phase of Cycle 2, evaluations were conducted to assess students' learning achievements. A reflection session was held, and students and the teacher celebrated their successes with applause. In Cycle 2, there was a significant improvement in student participation and learning outcomes. Out of 13 students, 100% achieved mastery, with no students failing. The average score increased to 82.7. These results were a reflection of the successful application of Problem-Based Learning. Issues from Cycle 1, such as incomplete LKPDs and distractions, were addressed through the new strategies implemented in Cycle 2. The teacher's efforts to refine the lesson plan, improve group dynamics, and provide more detailed explanations contributed to the enhanced learning outcomes observed in Cycle 2. The positive changes in students' understanding of the material on "Believing in the Books of Allah and Loving the Qur'an" demonstrated the effectiveness of the Problem-Based Learning model.

DISCUSSION

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"Believing in the Books of Allah and Loving the Qur'an," specifically focusing on the subtopic "Theorem: Believing in the Books of Allah and Loving the Qur'an." Additionally, the teacher creates Student Activity Sheets (LKPD), prepares observation sheets for teacher and student activities, and develops a learning outcomes test. Before the implementation in class, the teacher and the observer discuss the observation sheets. The actions were carried out on Monday, July 24, 2023, from 09:50 to 12:05 WIB. The lesson consisted of three stages: the introductory, core, and closing activities. The time allocated for the introduction was 10 minutes, while the core activity was allocated 50 minutes, and the closing activity took 20 minutes.

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CONCLUSION

Based on the results of the research by applying the Problem-Based Learning type cooperative learning model, the following conclusions can be drawn: 1) The use of Problem-Based Learning can improve learning outcomes; 2) Material on Believing in the Books of Allah Loves the Qur'an for Class X Students of SMA Negeri 1 Peureulak. Based on the results of the discussion that has been carried out, it can be concluded that the application of the Problem Based Learning (PBL) model in Islamic Education learning at SMA Negeri 1 Peureulak has a positive impact on improving student learning achievements. PBL has succeeded in improving students' understanding of Islamic Education materials by connecting the topics studied with real problems that are relevant in their lives. In addition, PBL also encourages students to think critically, actively, and cooperate in solving problems, which contributes to the development of their social and communication skills. The activeness of students in this problem-based learning leads to the achievement of better learning outcomes, which is reflected in the increase in grades obtained by students and the achievement of the Minimum Completeness Criteria (KKM). Although challenges in the implementation of PBL, such as resource readiness and teacher skills, exist, these challenges can be overcome through ongoing training and evaluation. Overall, PBL is an effective and feasible method to be applied more widely in Islamic Education learning, having a significant impact on improving the quality of learning and student academic outcomes.

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