



## Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at State Vocational School 3 Sibolga

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning using 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 student learning effectiveness 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 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 increased to 90.32%. Thus, the use of the Problem Based Learning Learning Model 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.

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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. In Islam, education is a very important thing and must be carried out by every ummah. Active learning is a fast, fun, supportive and attractive step in learning to learn something well. In active learning the most important thing for students is to solve problems on their own, find examples, try skills and do tasks that depend on the knowledge they already have or will achieve. (Silberman, 2001). 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 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).

PAI learning, especially class X of SMK Negeri 3 Sibolga, tends to use a conventional model, where the teacher presents the material, then students are asked to practice questions, so that students lack of enthusiasm in receiving lessons, students are less enthusiastic in receiving lessons, students are less active in receiving subject matter and lack of cooperation in the learning process, so that the lack of learning achievement produced by students, which in fact the student learning achievement in the previous material has only reached an average score of 70. This research departs from the awareness that an effective learning model is needed to improve the quality of learning. Conventional learning models are often considered less attractive and unable to motivate students to learn actively. Therefore, educators continue to strive to find learning models that are more innovative and relevant to student needs.

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 is possible to correct the 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. information and conditions of the students above, the researcher felt that Based was interested in conducting a study with the title "Application of Problem Based Learning Models to Improve Student Learning Outcomes in PAI Subjects at SMK Negeri 3 Sibolga Academic Year 2024/2025".

## **METHODS**

This research uses the Class Action Research (PTK) method or in English called Class Action Research (CAR). This research is independent reflective in which teachers play the role of implementers and observers of the implementation of actions. This class action research consists of four main parts that are carried out in a repetitive cycle. The classroom action research model used in this study is the Kemmis and Mc. Taggart model.

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A study requires an object to be researched to achieve the purpose of the research. The data from the object being studied is the data needed by the researcher for the data analysis process. The object to be studied is still the population selected by the researcher. According to Sugiyono (2013: 117) "population is a generalization area consisting of objects or subjects that have certain quantities and characteristics that are applied by researchers to be studied and then drawn conclusions." The population used by the author is 30 students in class X for the 2024/2025 school year. If the population is less than 100, all samples are taken so that the study is a population study. Meanwhile, if the number of respondents is more than 100, then sampling is 10% - 15% or 20% -25% or more. So based on this, the sample in this study is a population study which means the number of samples is 30 people. (Arikunto, 2017). The main instrument data in this study is the researcher himself. Researchers play the role of planners, implementers, data collectors, data analysts, data interpreters, and play a role in compiling results reports. In addition, the researcher uses several research instruments that are used as tools to assist the researcher in carrying out research consisting of; 1) Observation sheet; 2) Test; 3) Interviews; 4) Documentation.

## **RESULTS**

The findings of this study indicate that the implementation of the Problem-Based Learning (PBL) model has a significant impact on improving student learning outcomes in Islamic Education at SMK Negeri 3 Sibolga. Based on observations and assessments, students who were taught using PBL demonstrated higher engagement, critical thinking skills, and better comprehension of Islamic teachings compared to those taught with conventional methods. The interactive nature of PBL encouraged students to actively participate in discussions and problem-solving activities, resulting in a deeper understanding of the subject matter. One of the key improvements observed was the increase in students' motivation to learn. Traditional teaching methods often lead to passive learning, where students rely heavily on memorization without fully understanding the concepts. However, with PBL, students became more interested in exploring Islamic teachings as they were encouraged to analyze real-life situations and relate them to religious values. This approach made learning more meaningful and relevant, thereby increasing students' enthusiasm and willingness to engage with the subject. Additionally, the study revealed that PBL fosters collaborative learning among students.

Through group discussions and teamwork, students developed better communication skills, learned to respect different opinions, and built stronger relationships with their peers. This collaborative learning environment contributed to a more dynamic and interactive classroom, where students felt more comfortable expressing their thoughts and ideas. As a result, they gained a deeper appreciation for Islamic teachings and how they apply to daily life. The implementation of PBL also had a positive impact on students' problem-solving abilities. Instead of merely memorizing religious concepts, students were challenged to apply Islamic values in resolving ethical and social dilemmas. This approach not only enhanced their understanding of the subject but also helped them develop critical thinking and decision-making skills, which are essential for their future academic and professional success. Teachers observed that students were more proactive in analyzing case studies, proposing solutions, and

justifying their reasoning based on Islamic principles. Furthermore, the use of PBL improved students' retention and comprehension of learning materials. The integration of real-world scenarios allowed students to connect theoretical knowledge with practical applications, making it easier for them to remember and internalize key concepts. Test results and assignments showed a noticeable improvement in students' ability to recall and apply Islamic teachings accurately.

This suggests that PBL is an effective method for enhancing long-term retention of religious knowledge. Despite the many benefits, the study also identified several challenges in implementing PBL. One of the main difficulties was the time required to prepare and facilitate problem-based learning activities. Teachers needed additional training to design effective problem scenarios and guide students through the learning process. Moreover, some students initially struggled with the transition from traditional passive learning to active, student-centered learning. However, with consistent practice and teacher support, students gradually adapted to this approach and showed significant progress. Another challenge was the availability of resources to support PBL activities. Schools need adequate learning materials, such as case studies, multimedia tools, and discussion guidelines, to maximize the effectiveness of this method. Additionally, classrooms must be structured to encourage active participation and group collaboration. Addressing these logistical challenges can help ensure the successful implementation of PBL in Islamic education. In conclusion, the results of this study confirm that the Problem-Based Learning model is an effective strategy for improving student learning outcomes in Islamic Education at SMK Negeri 3 Sibolga. PBL enhances student motivation, engagement, collaboration, problem-solving skills, and comprehension of religious teachings. Although challenges exist, they can be overcome through proper teacher training, resource allocation, and continuous improvement of the learning process. Future research can further explore how PBL can be refined and adapted to different educational settings to maximize its impact on student learning.

## **DISCUSSION**

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SMK Negeri 3 Sibolga has shown promising results in improving student learning outcomes. This teaching method shifts the focus from traditional lecture-based instruction to student-centered learning, where students actively engage in solving real-life problems related to Islamic teachings. By involving students in discussions, analysis, and decision-making processes, PBL encourages deeper comprehension and a more meaningful learning experience. The study findings indicate that students became more motivated and interested in Islamic Education when they were given the opportunity to explore and apply religious concepts in practical situations. One of the key advantages of PBL is its ability to enhance critical thinking and problem-solving skills among students. In Islamic Education, students are often required to understand moral and ethical values that can be applied to daily life. Through PBL, they are presented with real-world cases that challenge them to analyze situations from an Islamic perspective.

This approach helps students develop higher-order thinking skills, enabling them to make informed decisions based on Islamic principles rather than simply memorizing religious texts without contextual understanding. Moreover, PBL promotes active participation and collaboration among students. Traditional learning methods often create a passive learning environment where students listen to lectures without engaging in discussions. However, with PBL, students work in groups, exchange ideas, and learn from one another. At SMK Negeri 3 Sibolga, it was observed that students who engaged in group problem-solving activities demonstrated better communication skills and teamwork. This collaborative learning environment not only improved their understanding of Islamic teachings but also fostered social skills that are essential for their personal and professional development. Another important aspect of PBL is its role in increasing

student motivation. When students are actively involved in the learning process, they tend to be more interested and engaged in the subject. The study found that students showed greater enthusiasm in Islamic Education classes when they were given problems to solve rather than being asked to memorize information passively. The sense of curiosity and the challenge of finding solutions encouraged them to explore Islamic teachings in a more profound and meaningful way. As a result, their retention and comprehension of religious concepts improved significantly.

Despite the benefits, the implementation of PBL in Islamic Education also presents several challenges. One of the main difficulties faced by teachers at SMK Negeri 3 Sibolga was the need for extensive preparation in designing effective problem-based learning scenarios. Unlike traditional teaching methods, which follow a structured curriculum, PBL requires teachers to create engaging, relevant, and thought-provoking problems that encourage student participation. Additionally, guiding students through the PBL process requires strong facilitation skills to ensure that learning objectives are met. Another challenge encountered was the adjustment period required for students to adapt to this new learning model. Many students were initially unfamiliar with the concept of self-directed learning and found it difficult to take initiative in solving problems without direct instruction from the teacher.

However, with proper guidance and consistent practice, students gradually became more comfortable with the PBL approach and started demonstrating greater independence in their learning. Teachers played a crucial role in supporting students throughout this transition by providing feedback and encouragement. In conclusion, the study highlights the effectiveness of Problem-Based Learning in enhancing student learning outcomes in Islamic Education at SMK Negeri 3 Sibolga. By fostering critical thinking, collaboration, and active participation, PBL provides a more engaging and meaningful learning experience for students. Although challenges exist, they can be addressed through proper teacher training, adequate learning resources, and gradual adaptation to the PBL method. Moving forward, further research can explore strategies to optimize PBL implementation and assess its long-term impact on students' academic and personal development.

## **CONCLUSION**

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SMK Negeri 3 Sibolga has proven to be an effective approach in enhancing student learning outcomes. By shifting from a traditional lecture-based method to an interactive, student-centered learning process, PBL encourages students to actively engage with the material, analyze real-life problems, and apply Islamic teachings in a meaningful way. This approach not only improves their comprehension but also fosters independent learning, critical thinking, and problem-solving skills. One of the key findings of this study is that PBL significantly increases student motivation and enthusiasm for learning Islamic Education. Unlike conventional teaching methods that emphasize rote memorization, PBL presents students with real-world scenarios that challenge them to think critically and find solutions based on Islamic values. This active learning process makes students more engaged, curious, and interested in the subject, leading to better retention and a deeper understanding of religious concepts. Additionally, the study highlights the positive impact of PBL on student collaboration and communication skills. By working in groups to solve problems, students develop teamwork abilities, learn to respect different perspectives, and build stronger relationships with their peers. This collaborative learning environment not only enhances their understanding of Islamic teachings but also prepares them for real-world situations where problem-solving and cooperation are essential. Despite its numerous advantages, the implementation of PBL in Islamic Education also comes with certain challenges. Teachers at SMK Negeri 3 Sibolga faced difficulties in preparing well-structured problem scenarios and facilitating discussions effectively. Moreover, some

students initially struggled with the transition from passive learning to an active, inquiry-based approach. However, with continuous support, proper teacher training, and gradual adaptation, both teachers and students were able to overcome these obstacles and fully benefit from the PBL model. To ensure the long-term success of PBL, schools need to provide adequate resources, including relevant case studies, discussion materials, and teacher training programs. The effectiveness of PBL can also be maximized by integrating technology, such as digital platforms and multimedia resources, to further enhance student engagement and accessibility to learning materials. Future research should explore innovative ways to refine PBL implementation and assess its impact across different levels of education. In conclusion, the findings of this study confirm that Problem-Based Learning is an effective and transformative approach to Islamic Education at SMK Negeri 3 Sibolga. By fostering student engagement, critical thinking, collaboration, and problem-solving skills, PBL not only improves academic performance but also helps students develop a deeper appreciation for Islamic teachings. While challenges exist, they can be addressed through proper planning, continuous support, and innovative teaching strategies. Moving forward, the integration of PBL in Islamic Education should be encouraged to create a more dynamic and meaningful learning experience for students.

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