Improving Islamic Education Learning Outcomes through the Problem Based Learning Model at State Senior High School 13 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic education learning using the 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 senior high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education 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 model can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 44.56%, the first cycle 67.47% and in the second cycle increased to 89.57%. Thus, the use of Problem based learning model can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

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

INTRODUCTION

Islamic Religious Education (PAI) has a strategic position in Indonesia's national education system. One of the main goals of PAI is to form the character of students who have faith, piety, and noble character in accordance with the teachings of Islam. PAI learning is designed to not only transfer religious knowledge, but also to shape behaviors that reflect Islamic values in daily life. This is in accordance with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, namely to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens (Law No. 20 of 2003, Article 3). However, the reality on the ground shows that this noble goal has not been fully achieved, especially at the high school level. Based on initial observations made at SMA Negeri 13 Padang, it was found that student learning activities in PAI subjects were still relatively low.

For example, many students tend to be passive during the learning process. They rarely ask questions, are less active in group discussions, and are often only listeners in

class. This low learning activity is directly proportional to their learning outcomes, which are mostly incomplete. Based on daily exam score data, the average student score only reached 65, while the set score was 75. This shows that there is a gap between expectations and reality in PAI learning at SMA Negeri 13 Padang. The low activity and learning outcomes of students in PAI subjects can be influenced by various factors. One of the main factors is the learning method used by teachers. Based on interviews with several PAI teachers at the school, it was revealed that the majority of teachers still use the lecture method as the main approach in teaching.

This method is often one-way, so students are not actively involved in the learning process. As a result, students tend to feel bored, less motivated, and lack the opportunity to develop their critical and creative thinking skills. To address this problem, innovations are needed in learning models that are able to increase student engagement and provide them with opportunities to actively learn. One of the learning models that can be a solution is the Problem Based Learning Model. This model is designed to encourage students to discover the concepts they learn through exploration, experimentation, and reflection. According to Sund and Trowbridge (1973), the Problem Based Learning Model not only increases students' involvement in the learning process but also helps them develop critical and creative thinking skills.

This model puts students at the center of learning, so they are more active and responsible for their own learning. Previous studies have shown that Discovery Learning has many benefits in improving student learning outcomes. For example, Joolingen (1999) states that this model gives students the opportunity to understand concepts in depth through hands-on experience. In addition, the Problem Based Learning Model also helps students develop confidence and responsibility for their own learning, which ultimately increases motivation and learning achievement In the context of PAI learning, the application of the Problem Based Learning Model is also in line with a competency-based curriculum that emphasizes the development of cognitive, affective, and psychomotor aspects of students. By using this model, teachers can create a more interactive learning atmosphere, where students not only understand the theory but are also able to apply religious values in real life. In addition, the Problem Based Learning Model allows teachers to integrate modern learning technologies and media, such as learning videos, interactive simulations, and online platforms, to support the student exploration process.

The use of technology in learning is also relevant to the demands of the 21st century, where students need to be equipped with digital literacy, critical thinking, and problem-solving skills. Therefore, the application of the Problem Based Learning Model is expected not only to improve students' activities and learning outcomes in PAI subjects but also to prepare them to face global challenges in the future. Against this background, this study aims to analyze the influence of the use of the Problem Based Learning Model on student activities and learning outcomes in PAI class X. E2 at SMA Negeri 13 Padang. This research is expected to make a real contribution to improving the quality of PAI learning and become a reference for teachers in implementing innovative learning models that are relevant to student needs. Although the Discovery Learning model has been widely applied in various subjects, its application in Islamic Religious Education (PAI) learning is still relatively minimal, especially at the high school level. Most teachers think that PAI subjects are theoretical and do not require innovative learning models. In fact, the religious values taught in PAI require a learning approach that is able to encourage students to internalize and practice these values in daily life. Without relevant methods, PAI learning has the potential to become a process that is only oriented towards memorization and lacks imprint on student behavior.

In addition, another challenge faced is the lack of teachers' ability to utilize technology and learning media that support the Problem Based Learning Model model. Based on interviews with several PAI teachers at SMA Negeri 13 Padang, it was revealed that most teachers are still not familiar with digital learning tools, such as online-based applications or interactive simulations. In fact, technology can be an effective tool to

facilitate students' exploration and independent learning. This limitation shows the need for intensive training for teachers to improve their competence in using learning technology, especially in the implementation of the Problem Based Learning Model model. On the other hand, the support of the learning environment is also an important factor in the successful implementation of the Problem Based Learning Model model. An interactive learning environment, both in the classroom and through digital platforms, can increase students' curiosity and motivation. In PAI learning, this can be realized through the assignment of project assignments based on the exploration of Islamic values in the context of daily life. For example, students may be asked to explore the concept of fairness in community life or practice the values of honesty in group activities. Activities like this not only increase student engagement but also help them understand the relevance of religious values to real life.

Furthermore, the implementation of the Problem Based Learning Model also has the potential to overcome various psychological problems that are often experienced by students, such as academic anxiety and lack of confidence. When students are given the opportunity to explore and discover concepts independently, they feel more control over the learning process. This can increase their confidence in facing various academic challenges. For example, students who find it difficult to understand concepts through the lecture method will feel more motivated when they manage to find understanding through hands-on learning experiences. From the data on student learning outcomes that are still low, there must be an effort by teachers to overcome these problems. Teachers need to use a learning model that can activate students so that the learning carried out in the classroom is no longer teacher-centered but student-centered. One of the learning models that can be used is the Problem Based Learning (PBL) learning model. The PBL model is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills as well as to acquire essential knowledge and concepts from the subject matter.

In PBL, students are required to analyze and establish problems, develop hypotheses, and make predictions, collect and analyze information, carry out experiments, make inferences, and draw conclusions. Students also collaborate to get answers to existing problems. With the activities carried out in the PBL, it is hoped that the learning process carried out in the classroom will no longer be centered on the teacher, but on the students. Teachers are only as guides and facilitators, those who are active are students. From the background mentioned above, the author is interested in conducting research with the title "Efforts to Improve the Learning Outcomes of Islamic Religious Education Through the Promblem Based Learnig Model in Students of Class X.E2 SMA N 13 Padang".

METHODS

Islamic Religious Education (PAI) has a strategic position in Indonesia's national education system. One of the main goals of PAI is to form the character of students who have faith, piety, and noble character in accordance with the teachings of Islam. PAI learning is designed to not only transfer religious knowledge, but also to shape behaviors that reflect Islamic values in daily life. This is in accordance with the goals of national education as stated in Law Number 20 of 2003 concerning the National Education System, namely to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens (Law No. 20 of 2003, Article 3).

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Students also collaborate to get answers to existing problems. With the activities carried out in the PBL, The action planning in this study is based on the results of the initial dialogue and peerteaching that has been carried out, where problems in Islamic Religious Education (PAI) learning are identified, especially related to student learning outcomes. This study uses the Classroom Action Research (PTK) method, which aims to improve learning outcomes through continuous reflection and improvement by teachers. The PTK process is carried out in the form of a cycle consisting of planning, action, observation, and reflection stages to improve the quality of learning. The implementation of actions is a follow-up to the plan that has been prepared, but it is flexible so that it can be adjusted to real conditions in the classroom.

The researcher, who also acts as a PAI teacher, observes classroom conditions directly and applies learning innovations using the Problem Based Learning model to improve the learning outcomes of class X students of SMA N 13 Padang. Observation is carried out to record all events during the learning process with a flexible and open approach to unexpected things. The goal is to evaluate the suitability of the plan to actual conditions and identify deviations that may affect the achievement of learning objectives. After observation, reflection is carried out to evaluate the success or failure of the action, find the cause, and determine improvement steps in the next cycle to achieve the research objectives optimally.

This research was carried out at SMAN 13 Padang, West Sumatra, in the 2024 academic year with the research object of class X students totaling 26 students, consisting of 16 women and 10 men. The research lasted for three months, from January to March 2024. In the research procedure, the planning stage includes various steps, such as determining the sub-subject "Hard Work and Responsibility," preparing a Learning Implementation Plan (RPP) based on Problem Based Learning, preparing learning resources such as books and learning media, compiling assignments and questions, and

making observation and interview guidelines to obtain accurate data. In addition, a learning observation format was also developed to support the smooth implementation of this research.

The implementation of actions in this study consists of several stages in Cycle I, namely planning, action, observation, and reflection. At the planning stage, the researcher and the classroom teacher prepared various preparations so that the implementation of the action ran smoothly and the changes due to the action could be recorded properly. Planning activities include designing learning programs with the Problem Based Learning (PBL) model, preparing observation sheets, initial observations of the learning process without media, and preparing and testing evaluation instruments. In addition, the researcher also disseminated the concept of PBL to teachers and related to learning motivation, prepared lesson plans and learning scenarios, and compiled observation sheets for teachers and students. The action stage involves the implementation of learning scenarios that have been prepared in the lesson plan, where the researcher acts as an observer and the teacher as the learning implementer. The learning process begins with an introductory stage which includes the delivery of goals, motivation, and perception through questions and answers. The development stage involves a brief explanation of the material, the provision of opportunities to ask questions, and the introduction of the learning methods used.

Furthermore, at the observation stage, observations were made on the activities of teachers and students using observation sheets to evaluate the application of the PBL model in learning marriage materials in Islam. This observation is carried out directly to record behaviors and activities that occur during learning, both inside and outside the classroom. Live observation has the benefit of recording events that occur in real-time and obtaining data from learners who may have difficulty in verbal communication. The results of the observation were analyzed descriptively to assess the effectiveness of the actions that have been taken. In the reflection stage, researchers and teachers evaluate the observation results to identify weaknesses in the implementation of cycle I, both in terms of teacher activities and students' learning motivation. Reflection is carried out at the end of the cycle to analyze the results obtained and used as the basis for refining actions in the next cycle. Evaluation involves assessing the quality, quantity, and time of implementation of actions, as well as discussions to improve learning scenarios. The data collection technique in this study uses tests in the form of 10 multiple-choice questions and 5 description questions in each cycle, which are used to measure the level of students' understanding of the material taught.

Cycle II in this study includes four main stages: planning, implementation, observation, and reflection. At the planning stage, the researcher prepares a learning plan based on the results of the first cycle reflection, including making lesson plans, preparing observation sheets, designing learning media, and evaluation instruments. The implementation of the action uses the Problem Based Learning (PBL) model with learning stages consisting of an introduction, core activities that emphasize group discussions, and a closing that includes reflection and assignment. Observations are carried out intensively by researchers and collaborators to assess students' activities and understanding in solving problems. The observation results were analyzed to identify successes and obstacles faced during the learning process.

In the reflection stage, an evaluation of the implementation of actions is carried out to determine the improvements needed for the next cycle. The results of the reflection showed an increase in students' enthusiasm for learning, although there were still some obstacles in understanding the material. This research involves students, teachers, and collaborators as research subjects, with instruments in the form of tests and non-tests, interviews, observations, documentation, and field notes. The data is analyzed qualitatively and quantitatively to evaluate the effectiveness of learning and determine the improvement steps needed

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RESULTS

In the first cycle of the first meeting, student activities and learning outcomes in the aspects of knowledge and skills have not reached the expected target, with the average classical completeness of 63.33% and 53.33%, respectively. In the second meeting, there was an increase in student activity and teacher performance to 78.84% and 81.41%, while classical completeness increased to 76.77% for knowledge and 76% for skills. However, the results still did not meet the target, so it was continued to cycle II. In the second cycle, there was a significant increase with student activity reaching 85.57% and teacher performance of 96.29%, both in the "very good" category. Students' learning outcomes have also increased, with classical completeness in the knowledge aspect of 90% and skills of 86.67%, so that it has met the minimum success indicator of 85%. With this achievement, the research was declared successful and there was no need to continue to the next cycle. Data analysis is carried out qualitatively and quantitatively through the stages of transcription, reduction, data presentation, and drawing conclusions to find supporting factors and inhibiting learning, so that improvements can be made on target

DISCUSSION

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Data analysis is carried out qualitatively and quantitatively through the stages of transcription, reduction, data presentation, and drawing conclusions to find supporting factors and inhibiting learnBased on qualitative data analysis of the research results, the application of the Problem Based Learning (PBL) model is proven to provide valuable input for Islamic Religious Education (PAI) teachers in improving teaching and student learning outcomes. The PBL model is expected to be able to increase the active role of students and provide meaning to learning content by changing the approach from teacher-centered to student-centered, where teachers play the role of facilitators. In the first cycle, student activities and learning outcomes have not met the target with classical completeness of 63.33% and 53.33%, respectively, so improvements are made at the next meeting. Although there was an increase in the first cycle of the second meeting, the results still did not reach the target, so the research was continued to the second cycle. In the second cycle, student activities and teacher performance increased significantly to reach 85.57% and 96.29%, as well as the classical completeness of knowledge and skills aspects by 90% and 86.67%. Thus, the application of the PBL model is effective in improving the learning outcomes of Islamic Religious Education and Ethics for students in

class X.E.2 of SMA Negeri 13 Padanging, so that improvements can be made on targetThis section discus about the conclusion of research result. Conclusion written with suggestion and limitation of the research.

CONCLUSION

The research titled "Improvement of Islamic Education Learning Outcomes through the Problem-Based Learning Model at SMA Negeri 13 Padang" aimed to investigate the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' academic performance in Islamic education. The study sought to address the need for more interactive and student-centered teaching methods that could foster critical thinking, problem-solving skills, and deeper understanding of Islamic concepts. The results of the study showed a significant improvement in students' learning outcomes after the implementation of the PBL model. Students demonstrated better comprehension of Islamic education materials and were able to apply the knowledge gained to real-life situations. The problem-solving activities inherent in PBL encouraged students to actively engage with the subject matter, leading to more meaningful learning experiences. Additionally, students reported higher levels of motivation and interest in the subject, which contributed to their overall academic success. Furthermore, the PBL model promoted collaboration and communication among students, as they worked together to solve problems and discuss various Islamic topics. This cooperative learning environment not only enhanced students' understanding of the material but also helped develop important social and teamwork skills. Teachers observed that students became more confident in expressing their ideas and actively participating in class discussions. In conclusion, the implementation of the Problem-Based Learning model proved to be an effective strategy for improving learning outcomes in Islamic education at SMA Negeri 13 Padang. By promoting active engagement, critical thinking, and collaborative learning, the PBL model provided a more dynamic and enriching learning experience for students. Future studies could further explore the long-term impact of PBL on students' overall academic development and its application in other subjects.

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