#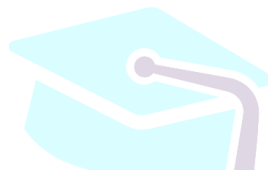 Implementation of Problem Based Learning Model to Overcome Low Student Learning Motivation in Islamic Education Learning at SMP Negeri 1 Tigo Nagari

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Abstract: This study aims to improve students' learning motivation in Islamic religious education learning by using a 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 junior high school students. The data for this study were obtained using 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 the problem-based learning model can improve students' learning motivation 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of a problem-based learning model can be used as an alternative to improve students' learning motivation in Islamic religious education learning.

Keywords: Learning motivation, Islamic education, problem based learning.

INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the character of the younger generation who have faith, piety, and noble character. This subject not only focuses on understanding the material, but also on internalizing Islamic values in daily life. However, challenges in the implementation of PAI learning in schools often arise, one of which is the low motivation of students to learn. This phenomenon is increasingly evident in the digital era, where students are more exposed to entertainment and instant information through gadgets. Uncontrolled reliance on technology often distracts students from learning activities. Based on the results of a survey conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, it was found that 68% of students felt less motivated in learning because of learning methods that were considered monotonous and irrelevant to their daily lives.

A similar phenomenon also occurred at SMP Negeri 1 Tigo Nagari, especially in grade VIII students. Based on the results of observations and interviews with teachers, students show passive behavior during PAI learning. They tend to be busy with their

gadgets during learning, rarely ask questions, and are less interested in participating in class discussions. When given assignments, many students only copy their friends' work without understanding the content of the material. This condition has an impact on low learning outcomes, where the average student score on the last daily test only reaches 65, still below the Minimum Completeness Criterion (KKM) of 75.

This low motivation to learn is also influenced by less innovative learning methods. Learning that is dominated by lectures and memorization is often considered boring by students. Instead, they are more interested in learning approaches that involve technology, games, or real-life relevant problem-solving.

To overcome this problem, the Problem based learning (PBL) learning model is a relevant alternative. PBL directs students to learn through real problem-solving that is relevant to their lives. According to research by Handayani et al. (2022) in the Journal of Educational Development, PBL is able to increase student motivation by 35% and encourage active involvement in learning. In the context of PAI, PBL allows students to analyze and solve social problems based on Islamic teachings, so that they not only understand the concepts, but are also able to apply Islamic values in daily life.

In addition, the results of a recent study by Ahmad et al. (2023) in the Journal of Islamic Studies and Education show that the application of PBL in PAI learning is effective in improving students' critical thinking skills. Students who learn using this approach are not only more motivated, but also show an increase in understanding of the material by 40% compared to conventional learning methods. Based on the latest phenomena and data, this study aims to apply the Problem based learning (PBL) learning model to increase the learning motivation of grade VIII students of SMP Negeri 1 Tigo Nagari. This research is expected to make a real contribution to creating PAI learning that is more interactive, relevant, and has a positive impact on student motivation and learning outcomes.

METHODS

The type of research used is classroom action research (PTK). Classroom action research is action research (action researc) that is carried out with the aim of improving the quality of learning practices in the classroom. PTK focuses on the classroom or focuses on the teaching and learning process that occurs in the classroom. The research setting is the location where the research is conducted, and the time is about when and how long it takes for the research from the beginning to the end. The research was conducted at SMP N 1 Tigo Nagari. The research was conducted at SMP N 1 Tigo Nagari because it coincided with the author teaching at SMP N 1 Tigo Nagari in the subject of Islamic Religious Education and the learning outcomes had not reached the minimum completeness criterion (KKM) of 70 and above. The time of research implementation is the even semester of the 2024/2025 academic year. The subject of this study is students in grade VIII of SMP N 1 Tigo Nagari, the number of students for the 2024-2025 school year is 31 students consisting of 17 boys and 14 girls.

The data collection techniques used for data collection in the study are as follows: 1) Observation is a complex process, which is composed of various biological and psychological processes, two of the most important are the processes of observation and memory, the technique of data collection with observation is used when, the research is related to human behavior, work processes, natural phenomena and when the observed respondents are not too large and in situations to obtain information about the desired phenomenon; 2) The test is a series of questions that require the answer of the test as a measuring tool in the assessment and evaluation process and has an important role in measuring the knowledge, skills, intelligence, talents or abilities possessed by individuals or groups. In the learning process, tests are used to measure the level of achievement of student success after carrying out learning activities; 3) Documentation is shown to obtain data directly from the research site, including photographs, relevant data, teachers, students and objects or tools that can support the research.

At this stage, all forms of data that provide information about the development of the learning process using the problem-based learning learning model are collected and then analyzed for the problems that occur. After reflection, a plan is prepared based on the information that occurred in cycle 1 to be implemented in the next cycle and so on in each cycle. Until the action is felt to have achieved maximum results.

RESULTS

This class action research was carried out in the even semester of 2024/2025, this research was carried out in grade VIII of SMP N 1 Tigo Nagari with a total of 31 students, consisting of 17 boys and 14 girls. Classroom action research is carried out in two cycles from December 23 to January 23, 2025. The approach to classroom action research includes planning, implementation, observation, and reflection.

This research aims to improve learning outcomes through the Problem based learning (PBL) learning model, this Problembased learning (PBL) model will be applied to Islamic Religious Education (PAI) learning in the subject of the story of the example of the Prophet and the Prophet with the aim that students can emulate the behavior of the Prophet and Apostle David in daily life. In the pre-cycle stage, student learning outcomes, especially in PAI subjects, grade VIII students of SMP N 1 Tigo Nagari are still low. This can be seen from the table of learning outcomes in pre-cycle PAI subjects below. The initial activity of the first cycle was carried out based on the observation of PAI learning in grade VIII which has been explained above, that in learning PAI grade VIII there are still many shortcomings, this is because in teaching teachers still use conventional methods, namely lectures in the learning process, so that students are still busy with their personal activities, students are less active in answering and asking questions and the results of PAI lessons are still not good, It can be seen from the results of the initial ability test that has been carried out.

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 Islamic Religious Education (PAI). The first cycle of actions will be carried out on December 23, 2024 which consists of several stages, namely: Planning, Implementation, Action, Observation and Reflection. Some of the preparations needed to carry out the cycle include: 1) Making a Learning Implementation Plan (RPP) using the problem based learning (PBL) learning model on the material Believing faith in the Prophet and Messenger of Allah; 2) Preparing evaluation tools (tests), which are in the form of tests that are carried out at the end of each action of each cycle in accordance with the scope of problems in learning; 3) Make teacher observation sheets and student observation sheets which are used to observe the activities of teachers and students in 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 the 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. The table above also shows that by using the problem-based learning model to improve the activity and learning outcomes of students' Islamic religious education, the value of the indicators experienced by students has increased compared to the initial observation before the implementation of problem-based learning. It was concluded that the application of the problem-based learning model in increasing student activity in PAI learning for cycle I is still sufficient.

Based on the table above, it shows that the application of the problem-based learning model has increased, but has not achieved maximum results. This is because they are not used to the application of the problem-based learning model. The indicators of

teacher activities in learning based on the table above show that teachers have not fully carried out teaching and learning activities well, so with sufficient criteria, it is necessary to make improvements to increase teacher activities that will be carried out in cycle II, with the aim that the indicators of teacher activities in the problem-based learning model are more increased.

The information above shows that the level of student mastery of learning objectives has not been achieved, because only 83.87% of students get scores above average. In table 4.4 above, it shows that the level of student mastery of learning objectives can be achieved, because it has reached 83.87% of students who have scored above the average and this shows that PAI learning using the problem based learning model can improve student learning outcomes as expected.

The implementation of the learning process in cycle II using the problem-based learning model has been optimal. This is shown by the fact that there are no more students chatting with their friends and no longer being busy themselves and even being able to try to present the results of the discussion, so that many have listened to the course of questions and answers carried out by other friends. Thus, 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.

The table above also shows that by using the problem-based learning model to improve the activity and learning outcomes of students' Islamic religious education, the value of the indicators experienced by students has increased compared to the initial observation before the implementation of problem-based learning. It was concluded that the application of the problem-based learning model in increasing student activity in PAI learning for cycle II has reached the expected indicators. Furthermore, the following are the results of observations of teaching teacher activities.

After the implementation stage by carrying out activities of teachers and students in learning Islamic religious education with the material of the example of the Prophet and the Messenger, there is progress in the implementation of the problem-based learning model. Teacher activities can be more active, prepare a Learning Implementation Plan (RPP) and prepare the classroom conducively, hold a pre-cycle before assessing with questions about the environment or events that have been experienced by students, learning using lecture and discussion methods, attending student attendance, giving student assignments, paying attention to student assignments during the learning process, involving students in the learning process, providing opportunities for students to ask questions Regarding material that has not been understood, respond to students' questions well, invite students to jointly conclude the material that has been taught and conduct a final learning test.

Thus, from the results of the reflection of the second cycle by using the problem-based learning model in improving the learning process and results of Islamic religious education in the second cycle, the maximum indicator results have been achieved, for which the cycle has been stopped.

The implementation of the learning process in cycle I using the problem-based learning model is still not optimal, this is shown There is still a lack of student participation to listen and look for questions because there are still many students who are busy and engrossed in chatting with other friends, there are some students who have not been able to answer the questions given by their friends because of the lack of reading the material that has been provided so that there is a lack of understanding of the material that is being and there are still some students who are hesitant in conveying and answering questions because they still lack confidence and are afraid of being wrong.

The problem-based learning model emphasizes student activity, students are required to be active in solving a problem (problem), the model is characterized by the use of real-life problems as something that must be learned by students to practice and improve critical thinking skills as well as problem solving, as well as gain knowledge of

important concepts. Teachers should focus on helping students achieve self-directed skills, with the problem-based learning model, it will be easier to grasp the teaching and learning materials delivered by teachers that will shape the mastery of the learning materials will be better.

Because there are still several shortcomings in the learning process in the first cycle, it has an impact on the lack of student understanding, this can be seen from the results of the learning data in the first cycle which only reached 54.83% which means that only 17 people got a complete score from the existing 31 students, but the data has increased student achievement in the first cycle compared to before the improvement/pre-cycle.

In the second cycle, students are already active in learning activities and can follow the problem based learning model as a whole, both from the questions and answers given, and are able to provide additional information on questions and answers. The teacher in this case only gives and supervises the course of the discussion process carried out by the students. There was an increase in student activity in the learning process, all students tried to understand the material given by the teacher, students were also very enthusiastic so they listened to the course of questions and answers carried out by other friends. After conducting a test or assessment at the end of learning in cycle II, it turns out that student learning outcomes have improved in the learning process, this can be seen by the acquisition of better results when compared to the first cycle the number of students who completed 17 students reached 54.83% completeness. In the second cycle, the number of students who completed was 26 students so that the learning completeness increased to 83.87% and this shows that moral learning using the problem based learning model can improve student learning outcomes as expected.

Based on the above comparison, it can be said that overall the application of the problem-based learning model in PAI learning can improve student learning outcomes in grade VIII students of SMP N 1 Tigo Nagari. The problem-based learning model is one of the teacher teaching models, where teachers provide problems or real problems faced by students and tasks that will be faced in the world of work to students as well as their efforts in solving these problems.Assigning assignments is one of the alternatives to further improve the delivery of special learning objectives. This is due to the density of subject matter that must be delivered while learning is very limited in the classroom.Some things that still need to be improved in the implementation of the problem-based learning learning model are that during the implementation of the implementation of problem-based learning at the beginning of learning, students who do not listen to the material delivered by the teacher are still affected. After reflection, the various problems found can finally be corrected and better results can be obtained.

Problem-based learning is defined as a learning environment in which students are required to identify one real problem by using problems for teaching. PBL can also be defined as a learning method that is based on the principle that our problems are used as a starting point to gain or integrate new knowledge.The learning outcomes of problem-based learning are that students have inquiry skills, students have problem-solving skills, students have the ability to learn the role of adults, and students can become independent learners.

The findings of this study reveal that the use of the problem-based learning model is proven to improve the learning outcomes of PAI moral aspects in the material Believing faith in the prophet and Messenger of Allah. This is evidenced by the acquisition of PAI learning outcomes which on average reached the minimum completeness criteria (KKM) after the second cycle, which was 80. If the research findings are analyzed in line with the opinion (Abuddin Nata: 2011) which states that the problem based learning (PBL) learning model is learning that relies on creativity, innovation and motivation of students. With PBL, the learning process relies more on the activities of students independently, while teachers act as designers, facilitators, and motivators for the occurrence of teaching and learning activities, through PBL a student will have skills in solving problems that he can then apply when facing real problems in society.

DISCUSSION

The application of the Problem Based Learning (PBL) learning model in overcoming the low motivation of students to learn PAI in grade VIII of SMP N 1 Tigo Nagari is an effective solution to create more interactive and meaningful learning. PBL is an approach that places students as the center of learning, by encouraging them to actively seek solutions to the problems given. In the context of PAI, this model is able to connect the subject matter with students' daily lives, so that students feel more interested and the relevance of learning becomes clearer. The initial step in implementing PBL begins by providing problems that are in accordance with the theme of PAI learning. Teachers design contextual and challenging problem scenarios, such as value conflicts in adolescent life, the importance of maintaining noble morals, or the impact of worship on social life. This problem is presented in an interesting way so that students are encouraged to think critically and delve into related materials. This process helps students not only memorize theories, but also understand how religious teachings can be applied in real-life situations.

In the learning process, students are directed to work in small groups to analyze the problems given. This group work provides a space for students to discuss, share ideas, and explore different points of view. In addition to enriching students' understanding of the material, group work also helps them develop social skills, such as communication, collaboration, and tolerance for the opinions of others. This is important to build their confidence and increase their motivation to be actively involved in learning.

Teachers play the role of facilitators who guide students throughout the learning process. In the PBL model, teachers not only transfer knowledge, but also encourage students to explore information, find relationships between concepts, and formulate solutions to problems. This approach allows students to have more control over their learning process, so they feel more responsible for the learning outcomes. Thus, student involvement in learning becomes higher. One of the strengths of PBL is its ability to relate learning to the real world. In PAI learning, students are invited to understand how religious values can be applied in daily life. For example, students can be invited to solve problems related to the importance of interfaith tolerance in their environment. With this approach, students not only understand religious concepts theoretically, but also realize the importance of applying these values in social interactions.

PBL also has a positive impact on the development of students' critical thinking skills. When faced with complex problems, students are challenged to analyze information, identify the most relevant solutions, and evaluate the end result. This process not only improves their understanding of the material, but also trains them to think logically and systematically. These skills are essential for facing challenges outside of the school environment. Student learning motivation has increased significantly during the implementation of PBL. With an interactive approach that involves students' active participation, they feel more eager to learn. PBL provides students with the opportunity to learn through hands-on experience, which is more engaging compared to conventional learning methods. When students find learning meaningful and relevant, their interest in the material increases.

In addition, the implementation of PBL has a positive impact on the relationship between teachers and students. In this model, the teacher is closer to the student because of his role as a facilitator who supports and guides. This positive relationship creates a comfortable and conducive learning atmosphere, where students feel supported to develop their full potential. Although it has many advantages, the implementation of PBL also requires careful preparation from the teacher. Teachers must be able to design problems that are in accordance with the level of student understanding, provide adequate learning resources, and monitor student progress during learning. With good

preparation, PBL can be an effective tool to increase student learning motivation, especially in PAI learning. Overall, the PBL learning model offers an innovative and relevant approach to addressing students' low motivation to learn. By encouraging students' active involvement in learning, PBL not only improves their understanding of the material, but also develops the skills necessary to face future challenges. The implementation of PBL in grade VIII of SMP N 1 Tigo Nagari shows that this approach is able to create more meaningful, interesting, and effective learning in shaping students' character and personality.

CONCLUSION

Based on the results of data analysis and learning in the previous chapter, it can be concluded that: Learning using problem-based learning can improve the learning outcomes of grade VIII students in the field of PAI study at SMP N 1 Tigo Nagari. The learning outcomes of students who before the implementation of the problem-based learning model did not meet the criteria for the minimum completeness standard (KKM), but after the implementation of the problem-based learning model, student learning outcomes increased, as seen in the increase in learning completeness in each cycle that was passed. The use of problem-based learning models can improve student learning outcomes in PAI subjects. This can be seen from the average score before the implementation of the problem-based learning model was 59, the number of students who scored above 70 (KKM) was 29%. From the results of the first cycle, the average score was 69, the number of students who scored above 70 was 54.83%, the results of student activity observation were 70 (sufficient) and the results of teacher activity observation were 69.4 (sufficient). After the second cycle, an average score of 80.32 was obtained, students who got above 70 were 83.87%, the results of student activity observation were 90 (Good) and the results of teacher activity observation were 94.4 (Good). Thus, the learning outcomes of students and the results of the analysis of observation sheets increased in a better direction with the application of the problem-based learning model compared to using the lecture and group discussion methods.

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