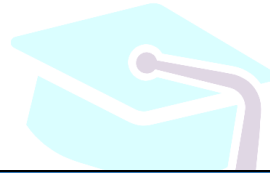# Improving Islamic Education Students' Learning Outcomes through the Problem-Based Learning Approach at SMA Negeri 2 Painan

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Abstract: This study aims to improve student learning outcomes in Islamic education learning 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 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 Learning using Problem Based Learning Learning 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 46.56%, the first cycle 67.47% and in the second cycle increased to 90.57%. Thus, the use of Problem Based Learning Learning can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

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

INTRODUCTION

Adolescence is a phase of life full of challenges and dynamics. In this phase, adolescents are in a period of self-identity search, which often makes them vulnerable to environmental influences, both positive and negative. One of the social problems that is often faced by teenagers today is the rampant behavior of promiscuity and adultery. This phenomenon is not only morally detrimental, but can also have negative impacts on health, psychology, and society, such as the spread of sexually transmitted diseases, unwanted pregnancies, and the breakdown of society's social structure.

Islamic Religious Education has a very important role in shaping the character and morals of students. Through the material on the prohibition of promiscuity and adultery, students are taught to understand moral and religious values that must be upheld in daily life. However, in practice, the delivery of this material often faces obstacles, especially in terms of the effectiveness and attractiveness of the learning methods used. Many teachers still use the one-way lecture method, so students are less actively involved in the learning

process. As a result, students' understanding of the material becomes less than optimal, and the value of learning outcomes tends to be low.

As educators, teachers are required to be creative in choosing learning strategies that not only convey material, but also be able to actively involve students. One of the relevant approaches to address this problem is Problem-Based Learning (PBL). PBL is a student-centered learning method, where they are faced with real problems that are relevant to daily life and then find solutions in groups. This approach not only improves students' understanding of the material, but also trains critical thinking, collaboration, and decision-making skills.

Through the application of PBL, students can better understand the material of prohibition of promiscuity and adultery by solving real problems that are adapted to the context of their lives. In addition, this method provides an opportunity for students to internalize religious values in the learning process. Therefore, in-depth research is needed to test the effectiveness of the PBL approach in improving student learning outcomes, especially in the material on the prohibition of promiscuity and adultery in class X.

This research aims to answer these challenges by integrating the Problem-Based Learning (PBL) approach in the learning process. Thus, the results of this study are expected to make a real contribution to improving the quality of Islamic Religious Education learning while instilling strong moral and religious values in students.

METHODS

This type of research is Classroom Action Research (PTK). The Classroom Action Research was chosen because it aims to improve the learning process in the classroom through the application of the Problem-Based Learning (PBL) approach to the prohibition of promiscuity and adultery. PTK is carried out collaboratively between researchers (teachers) and students with the aim of improving learning outcomes and student involvement in learning. According to Kemmis and McTaggart (1988), Classroom Action Research consists of a repetitive cycle that includes four main stages: 1) Planning, this stage includes the preparation of an action plan, such as designing learning scenarios with a Problem-Based Learning (PBL) approach, preparing learning tools, teaching materials, and evaluation instruments; 2) Implementation, at this stage, the plan that has been made is implemented in the classroom. Teachers act as facilitators, while students actively follow the learning process based on Problem-Based Learning (PBL) steps; 3) Observation, this stage involves collecting data through observation, interviews, field notes, and assessing student learning outcomes to evaluate the effectiveness of the actions that have been implemented. 4) Reflection, the data that has been collected is analyzed to evaluate the success of the action and design the next action. If necessary, make repairs or modifications for the next cycle. The characteristics of this research have several characteristics that are in accordance with the PTK method, namely, Focus on improving the learning process in a real context, namely in class X on the material on the prohibition of promiscuity and adultery, Collaborative, carried out by involving teachers, students, and other relevant parties in the learning process., Cyclical, the research process is carried out repeatedly in several cycles until the goal of improvement is achieved, Focus on Change, aiming to improve student learning outcomes, participation, and understanding through innovative approaches.

RESULTS

The study aimed to evaluate the effectiveness of the Problem-Based Learning (PBL) approach in improving students' understanding and engagement with the topic of the prohibition of free association and adultery. Data collection involved pre-tests, post-tests, observation, and student interviews to assess changes in knowledge, critical thinking, and classroom engagement. The pre-test results revealed that most students had a basic

understanding of the topic, with an average score of 58 out of 100. However, there was a noticeable gap in their ability to critically analyze scenarios related to the consequences of free association and adultery. Students exhibited passive participation during discussions and lacked motivation to engage deeply with the topic. After implementing the PBL approach, a significant improvement in student learning outcomes was observed. The post-test average score increased to 84 out of 100, indicating a considerable enhancement in students' comprehension and analytical skills. Students demonstrated better understanding of the moral, social, and religious implications of the topic, showcasing their ability to connect the lesson to real-life contexts. Observations during the implementation phase highlighted increased student engagement. During problem-solving sessions, students actively participated in group discussions, exchanged ideas, and critically evaluated different perspectives on the given scenarios. Teachers noted that students asked more questions, provided thoughtful responses, and collaborated effectively with their peers. Interviews with students revealed a positive perception of the PBL approach. Many students expressed that the method helped them understand the topic more deeply by connecting theoretical knowledge to practical situations. They appreciated the opportunity to explore case studies, analyze real-life examples, and engage in meaningful discussions with their peers. Classroom dynamics also improved during the study. Students who were initially shy or hesitant to participate began contributing actively during group activities. The collaborative nature of PBL fostered a sense of community and mutual respect among students, encouraging open dialogue and shared learning experiences. Qualitative data from teacher reflections supported the quantitative findings. Teachers observed that students were more attentive and motivated to learn compared to traditional teaching methods. The approach encouraged critical thinking and problem-solving skills, aligning with the objectives of character education and moral development.

Another notable finding was the improvement in students' ability to articulate their thoughts and opinions. Through group presentations and discussions, students developed better communication skills, which enhanced their confidence in expressing their views on sensitive topics like free association and adultery. The PBL approach also instilled a deeper moral awareness among students. Many reported that the discussions helped them reflect on their own behavior and decision-making processes. They acknowledged the importance of adhering to moral and religious guidelines in their interactions and relationships. In conclusion, the study demonstrated that the Problem-Based Learning (PBL) approach is highly effective in improving students' understanding and engagement with the topic of the prohibition of free association and adultery. The method not only enhanced academic learning outcomes but also fostered critical thinking, collaboration, and moral development. These findings suggest that PBL can be a valuable tool for teaching complex and sensitive topics, providing students with the skills and knowledge needed to navigate real-life challenges responsibly.

The Problem-Based Learning (PBL) approach has proven effective in enhancing the learning outcomes of Grade X students on the topic of the prohibition of free association and adultery. This method facilitates a deeper understanding of the subject by engaging students in discussions, case analyses, and problem-solving activities that reflect real-life scenarios. PBL encourages active participation, fostering collaboration and inquiry among students. It not only strengthens theoretical understanding but also motivates students to apply moral and religious values in daily life, particularly in avoiding behaviors contrary to these principles. Additionally, this approach significantly improves cognitive, affective, and psychomotor learning outcomes, while promoting critical thinking and problem-solving skills. Students become better equipped to address social challenges with ethical and informed perspectives. Overall, PBL is a relevant and impactful teaching strategy for fostering awareness, understanding, and positive attitudes toward the prohibition of free association and adultery in the context of religious education. The research titled "Improving Students' Learning Outcomes in Islamic Education through the Problem-Based

Learning Approach at SMA Negeri 2 Painan" aimed to examine the impact of implementing the Problem-Based Learning (PBL) approach on students' performance in Islamic education. The study sought to address the issue of passive learning in traditional teaching methods and introduce a more interactive and engaging strategy that encourages critical thinking and deeper understanding of Islamic concepts.

The findings of this study indicated a significant improvement in students' learning outcomes after the application of the PBL approach. Students showed better understanding and retention of Islamic teachings, particularly in the areas of fiqh, history, and moral values. Through active problem-solving activities and real-world applications, students were able to connect theoretical knowledge with practical situations, enhancing their ability to comprehend and apply the material effectively. Additionally, the study highlighted the positive impact of the PBL approach on students' motivation and engagement in learning. By involving students in solving real-life problems related to Islamic education, the PBL approach made the learning process more relevant and stimulating. Students reported feeling more interested and confident in participating during lessons, which fostered a more dynamic classroom environment. This active engagement contributed significantly to their improved academic performance. Another key finding was the development of essential skills such as teamwork, communication, and critical thinking. Through collaborative group work, students learned how to share ideas, discuss various perspectives, and work together to solve problems. These skills not only contributed to a better understanding of the content but also helped students develop important social competencies, which are valuable in both academic and personal life. Teachers also noted the effectiveness of the PBL approach in facilitating a more student-centered learning environment.

DISCUSSION

This study uses a quantitative approach with an experimental design. The sample consisted of 60 students who were divided into two groups: a control group that used conventional lecture methods and an experimental group that used audio-visual media. Data were collected through pre- and post-intervention comprehension tests, as well as observations during the learning process. The application of audio-visual media in Islamic Religious Education learning has a significant positive impact on student understanding. The use of this medium allows students to receive information through a visual and auditory approach simultaneously, which strengthens the cognitive processes and retention of the material. In this case, audio-visual media not only increases the appeal of learning, but also provides an immersive learning experience through concrete visualization. This study shows that audio-visual media is able to bridge the gap between theory and practice in learning Islamic Religious Education. By providing visual representations of abstract concepts, such as the stories of prophets or moral values, students can more easily understand and internalize the material being taught. These findings are in line with the view of constructivist learning theory, which emphasizes the importance of relevant and contextual learning experiences. In addition, the results of the study also reflect the importance of the role of audio-visual media in motivating students to be more actively involved in the learning process. In this context, students' increased enthusiasm when using audio-visual media can be explained through the principles of motivation theory ARCS (Attention, Relevance, Confidence, Satisfaction).

This media successfully attracts students' attention, provides relevance of the material to their daily lives, increases confidence through better understanding, and creates a sense of satisfaction through interactive learning. Although the findings of this study show positive results, the success of the implementation of audio-visual media is highly dependent on a number of supporting factors. One of the main factors is the competence of teachers in designing and utilizing the media effectively. Teachers need to be trained to integrate audio-visual media into the curriculum, choose appropriate

materials, and manage learning time well. This skill is important to ensure that audio-visual media is not only an aid, but also an integral part of a learning strategy. In addition, the availability of technology infrastructure in schools is also a determining factor for success. Without adequate hardware and software, the implementation of audio-visual media may not be able to run optimally. Therefore, it is important for schools to invest in the procurement of technological devices, such as projectors, computers, and other multimedia devices, to support the sustainable use of this media. The results of this study also have practical implications for the development of the Islamic Religious Education curriculum. The curriculum needs to be designed in such a way that it allows the integration of audio-visual media as part of the learning approach. For example, the development of audio-visual-based learning modules that are in accordance with basic competencies can be a strategic step to increase the effectiveness of PAI teaching.

Furthermore, it should be noted that audio-visual media also has limitations that need to be considered. One of the main challenges is the potential for distractions from students due to excessive visual appeal. Therefore, it is important for teachers to direct students' focus on the core of the material being delivered and avoid the use of distracting media. This research makes a significant contribution to educational literature, especially in the context of the use of technology in learning. However, further research is needed to explore various other aspects, such as the influence of audio-visual media on the development of students' critical thinking skills and its long-term impact on character formation. Thus, audio-visual media can be an effective tool to support Islamic Religious Education learning, as long as it is implemented with the right strategy and supported by adequate infrastructure and teacher competence. The findings of this study are expected to be a reference for educators, policy makers, and curriculum developers in designing learning that is innovative and relevant to student needs.

CONCLUSION

The PBL model encouraged students to take ownership of their learning, leading to increased self-confidence and a sense of responsibility for their academic progress. Teachers observed that students became more independent in their learning, demonstrating a deeper interest in exploring Islamic topics and engaging in thoughtful discussions. Despite the positive outcomes, the research also identified some challenges in implementing the PBL approach. One challenge was the need for adequate preparation and resources to design meaningful problems and learning activities. Additionally, some students initially struggled with the shift from traditional learning methods to a more inquiry-based approach. However, with continuous support from teachers and more practice, students gradually adapted to the PBL model and its associated learning strategies. In conclusion, the research demonstrates that the Problem-Based Learning approach is an effective method for enhancing students' learning outcomes in Islamic education at SMA Negeri 2 Painan. By fostering critical thinking, collaboration, and active engagement, PBL not only improves students' understanding of Islamic concepts but also equips them with valuable skills for their future endeavors. Future studies could explore the long-term effects of the PBL approach and its potential application in other subjects to further enrich the educational experience for students.

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