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Improving Motivation to Learn Hajj, Zakat and Waqf Material Using Problem Based Learning Model at State Vocational School 1 Lubuk Basung

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Abstract: This study aims to improve the learning of hajj, zakat and waqf and morality in Islamic religious 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 vocational 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 problem based learning can improve Islamic education about learning of hajj, zakat and waqf and morality 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 48.78%, the first cycle 54.81% and in the second cycle it increased to 51.59%. Thus, the use of problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Hajj, zakat, waqf, problem based learning, vocational school.

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INTRODUCTION

The implementation of the 2013 curriculum is one of the efforts to improve the quality of formal education in Indonesia, in its implementation the 2013 curriculum is a learning development process and one of them is the passive learning pattern into active-seeking learning (the learning of active students seeking is increasingly strengthened by the learning model of scientific approach and the individual learning pattern into group learning (team-based). In choosing a learning method, teachers should always pay attention to the student factor who is the subject of learning, because each student basically has different abilities and ways of learning from other students. These differences can cause different needs of each individual student. However, it does not mean that learning must be changed to individual learning, but an alternative learning is needed that allows the needs of all individual students to be met. Good and correct teaching skills are one of the demands as an educator, so a teacher must be able to choose and use the right learning approach and in accordance with the material to be delivered, and must consider the level of student development. The approach applied to the 2013

curriculum is a scientific approach, which is an approach that emphasizes more on learning that activates students and one of the models in the scientific approach is a problem-based learning model. SMK N is a school that has quite adequate facilities and the input of students who enter with different abilities and skills, ranging from students who have low and medium learning abilities to students who have high learning abilities.

SMK N 1 Lubuk Basung is located at Jl. Danau Diunder, Sikabu, Lubuk Basung District, Agam Regency. Based on observations in class X TSM 1 which totaled 29 students and interviews with PAI subject teachers and several students in the class in July 2024, it is known that the learning method used that is often used in learning activities is the lecture model. The use of the lecture method in the 2013 curriculum learning process is calculated to involve less students and must be switched to a learning model that is more active to students so that students do not tend to be passive. The use of invariable learning methods can result in students feeling bored and bored, so that the learning process is less effective and learning goals are not achieved as expected. Based on the responses of some students about the lecture method used by teachers in teaching, they tend to feel bored and bored during learning because teachers only lecture in delivering material. Therefore, to create a more effective learning process, increase the interaction that occurs in students and can increase

student learning activity, it is necessary to apply various teaching methods in the learning process. The solution to overcome the learning problems of students in class X TSM 1 SMK N 1 Lubuk Basung is to apply a problem-based learning model (Problem Based Learning). The reason for choosing problem-based learning is because by using the learning model, in addition to being required to be active in solving problems, students are also required to be active in learning so that the material learned can be solved in accordance with the learning objectives. Problem Based Learning (PBL) is a learning model that requires teachers and/or students to develop a guiding question. Considering that each student has a different learning style, it provides opportunities for students to explore content (material) using various ways that are meaningful to them, and conduct experiments collaboratively and is a learning approach that pays attention to the activeness of students. Students explore, assess, interpret and synthesize information through meaningful ways.

METHODS

The research conducted is Classroom Action Research (CAR) which focuses on efforts to change the current real conditions towards the expected conditions. This research is a qualitative research that aims to improve and find solutions to real and practical problems in improving the quality of learning in the classroom that are experienced directly in the interaction between teachers and students who are learning. According to Wijaya Kusumah and Dedi Dwitagama (2010:20-21) in their book Getting to Know Classroom Action Research, it is explained that there are several models or designs of Classroom Action Research that can be applied and one of them is the Kemmis & Mc Taggart model. In accordance with the type of research chosen, namely classroom action research, this study uses the action research model from Kemmis and McTaggart (1990:14) quoted by Wijaya Kusumah and Dedi Dwitagama (2010:20-21), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions are carried out in the form of problem identification and are often referred to as pre-cycle.

The researcher will take a location at SMK N 1 Lubuk Basung in the 2022/2023 school year as a research site. The research is carried out in stages, which is broadly divided into three stages, namely, 1) Preparation stage; 2) Research stage; 3) Completion stage. The research subject will be carried out on students of class X TSM 1 SMK Negeri 1 Lubuk Basung with a population of 34 people. In this study, data was obtained from direct

observation of learning activities, interviews with teachers of Hajj Zakat and waqf materials that were randomly selected, student response questionnaires that will be given to all students in class X TSM 1 SMK Negeri 1 Lubuk Basung and documentation. The data collection technique in this study can also be called the triangulation technique, which is the combination of several research instruments including classroom motivation observation, learning outcome assessment sheets, documentation. The data analysis in this study was carried out before entering the field, during the field, and after finishing from the field. Before entering the field, an analysis is carried out on the data from the preliminary study results that will be used to determine the focus of the research. Data from the results of the research while in the field were processed and analyzed in a qualitative descriptive manner. The qualitative analysis technique used in this study refers to the Miles and Huberman (1984) analysis model in his book Sugiyono (2009:246) which is carried out in three components, namely data reduction, data presentation and conclusion drawn.

RESULTS

In Cycle I, the average learning outcome score of the Control System Engineering students in the first cycle after applying the problem based learning (bl) learning model, the average learning outcome obtained reached 71.28, and at the end of the cycle, namely cycle II, the average learning outcome of Hajj Zakat and Waqf students increased to 79.65. So that the second hypothesis can be proven, namely by applying the problem based learning (PBL) learning model, it can improve the learning outcomes of students in class X TSM 1 in learning Hajj zaat and waqaf material. The Classroom Action Research in class X TSM 1 Lubuk Basung was carried out based on the observation results that it was known that the students' activity in learning Computer Skills and Information Management in the classroom was still low. Based on observations during learning activities and the results of interviews with several students, these problems arise because teachers use less varied methods, namely only by giving lectures and students are less actively involved in learning activities. The learning process causes a lack of student learning activity in Hajj, zakat and waqf materials, resulting in students tending to become passive in learning, less appreciative of teachers and friends, and less understanding of the material presented. One of the efforts to increase student learning motivation in the classroom is to make improvements in the learning process. Teachers as educators are required to develop their potential, one of which is by applying innovative and creative learning methods so that students' learning activity can increase.

The problem based learning (PBL) learning model is one of the learning models that requires students to be active and help each other in making the project being discussed, namely by discussing and working together. From the results of the observation of learning activity, all aspects or indicators of student learning activity have reached the baseline of learning success in each cycle. Based on the results of observations in cycle I and cycle II, there was an increase in student activity in visual activities by 11.88% by applying the problem based learning (PBL) learning model in learning Hajj, Zakat and waqf material for students. The observation results in the second cycle showed that 85.04% of students had done oral activities and passed the baseline of the second cycle for the writing activity indicator, which was 80.0%. Based on the results of observations in cycle I and cycle II, there was a decrease in student activity in writing activities by 4.17% by applying the problem based learning (PBL) learning model in Hajj, zkat and waqf materials. Based on the results of observations in cycle I and cycle II, there was an increase in student activity in visual activities by 28.00% by applying the problem based learning (PBL) learning model in Control System Engineering learning. Based on the results of observations in cycle I and cycle II, there was an increase in student activity in visual activities by 41.28% by applying the problem based learning (PBL) learning model in Hajj, Zakat and Waqf Materials.

Based on the discussion of the results of the observation of student learning activity in the learning of Control System Engineering by applying the learning model of the problem based learning (PBL) learning model, each indicator of activeness has increased activity so as to answer the formulation of the research problem, namely by applying the learning model of the problem based learning (PBL) learning model can increase the activity of class X students in learning Hajj Material Engineering, Zakat and Waqf at the same time answered the purpose of the research, namely that there was an increase in the motivation of Hajj, Zakat and Waqf material for students in class X of SMK N3 Semarang In the first cycle, the project worksheets given have an impact on student learning who are initially less active in taking notes, in the end students are required to fill out project worksheets. In cycle 1 the problem given is Hajj. The results of the correction of the Project Worksheet in the first cycle have reached the baseline for the value of the project worksheet, which is 70.0, because the average value of the Worksheet in the first cycle is 79.7 and the correction of the second cycle Worksheet has reached the baseline for the value of the worksheet, which is 75.0, because the average value of the Project Worksheet in the second cycle is 80.17 In the second cycle, the correction of the Project Worksheet has increased from the first cycle which was initially 79.7 This increased to 80.17 because in cycle 2 students were given the option to choose a project from several projects provided, so that students knew better which projects they were better at and they developed. In the first cycle, the results of the Student Practicum Learning Outcome Assessment Sheet filled out by the teacher were still very low, this is because in the first cycle not all students in the group were able to work actively in making projects. The average Student Practicum Learning Outcome Assessment sheet is 51.52, but it has met the baseline of the Student Practicum Learning Outcome Assessment in the first cycle, which is 50.0. In the second cycle, the results of the assessment sheet of student practicum results filled out by the teacher have increased, this is because in the second cycle most of the students in the group have been able to work actively in making projects. So that it is in accordance with the project assessment criteria that require students to actively cooperate in making projects. The average assessment sheet of student practicum learning outcomes in cycle II was 79.13 and had met the baseline in cycle II, which was 65.0.

Based on the discussion of student learning outcomes in the learning of Control System Engineering by applying the problem based learning (pjbl) learning model, that student learning outcomes have improved so that it answers the second research problem formulation, namely by applying the problem based learning (pjbl) learning model, it can increase the activity of X TSM 1 students in learning Control System Engineering as well as answering the second research objective, which is to occur improvement of learning outcomes of Control System Engineering for students in class X TSM 1 SMK N 1 Lubuk Basung using the problem based learning learning model. Based on the discussion of the results of the study, it is known that learning activity consisting of 7 indicators of motivation and student learning outcomes in learning Control System Engineering in learning activities has met the baseline for each cycle in learning. This shows that there has been an improvement in the quality of the learning activity process in the classroom.

DISCUSSION

Based on the results of research conducted at SMK Negeri 1 Lubuk Basung, the application of the Problem Based Learning (PBL) model has proven to be effective in increasing student learning motivation in Hajj, Zakat, and Waqf materials. Learning based on real problems encourages students to be more actively involved in finding solutions to the problems they face, so that they feel more connected to the material they are learning. In this case, PBL has succeeded in creating a more dynamic learning atmosphere, motivating students to explore knowledge more deeply and applicatively. Through PBL, students are given the opportunity to work together in groups to complete tasks related to Hajj, Zakat, and Waqf materials. This model not only improves their understanding of Islamic

teachings, but also builds social skills such as teamwork, communication, and problem-solving. Students who were previously less enthusiastic about religious material became more motivated and active in group discussions, which showed an increase in their motivation to learn. In addition, PBL allows students to relate the material taught to real life. In the case of Hajj, Zakat, and Waqf materials, students can relate the theories learned with relevant case examples, so that the material becomes more meaningful and easy to accept. Learning based on concrete problems makes it easier for students to understand the purpose of Islamic teachings and how to apply them in daily life. However, although the implementation of PBL brings many benefits, the challenges faced are effective time management and student readiness to work in groups. Careful timing is needed so that students can complete the task optimally without compromising other learning qualities. Teachers also need to provide more intensive guidance to ensure that each student can actively participate in each stage of learning. Overall, it can be concluded that the use of the Problem Based Learning (PBL) model in learning Hajj, Zakat, and Waqf materials at SMK Negeri 1 Lubuk Basung has succeeded in increasing student learning motivation. With this approach, students not only gain knowledge of the teachings of Islam, but also experience an increase in critical thinking skills and social skills, which are very beneficial in their lives. It is hoped that the PBL model can be applied more widely in other learning to improve the overall quality of education.

CONCLUSION

Based on the results of the classroom action research that has been carried out in 2 (two) cycles in this study, it can be concluded that, 1) The application of the problem based learning (pbl) learning model can increase the Learning Motivation of students in class X TSM 1 SMK Negeri 1 Lubuk Basung; 2) The application of the problem based learning (pbl) learning model can improve the learning outcomes of Hajj, Zakat and Waqf at SMK Negeri 1 Lubuk Basung. The results of the class action research in this study can later be used to, a) A source of reference for other researchers who will conduct further similar research; b) Contribution of ideas for teachers to develop a variety of learning methods or models that can be used in learning activities, especially in Hajj, Zakat and Waqf materials; c) Increase teachers' insight in improving the quality of learning activities, especially on Hajj, Zakat and Waqf materials. The results of this class action research can practically be applied to Hajj, Zakat and Waqf materials in class X of SMK Negeri 1 Lubuk Basung, namely the learning activity and learning outcomes of students in Hajj, Zakat and Waqf materials at SMK Negeri 3 Semarang can be improved by applying the problem based learning (PBL) learning model. The limitation in the class action research carried out in the Hajj, Zakat and Waqf class in class X of SMK Negeri 1 Lubuk Basung is the research time that is close to the time when the final semester exam, class meeting, so that the researcher can only carry out this class action research for 2 (two) cycles or approximately 4 (four) weeks. The researcher took outside hours of student learning to approach students, to get to know them better one by one, and to provide motivation so that students can be more enthusiastic and active in Hajj, Zakat and Waqf materials in class X of SMK Negeri 1 Lubuk Basung.

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