Improving Student Learning Outcomes in Islamic Education Learning Using the Problem Based Learning Model at SMP Negeri 3 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by 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 elementary school students. The data for this study were obtained by 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 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the Problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

The role of teachers in developing teaching materials is crucial to ensure that understanding of the material does not stop at the cognitive level, but is also implemented in students' daily attitudes. Teachers must design learning materials that are not only theoretical but also practical and contextual, so that students can see the relevance of the material in their lives. Through the use of interactive learning methods such as group discussions, simulations, and case studies, teachers can help students internalize the values taught.

In addition, teachers also need to provide concrete examples of the expected attitudes and create a classroom environment that supports the application of these values. Constructive feedback and holistic assessments are also important to ensure that students not only understand the concept but are also able to apply it in everyday actions. Thus, the role of teachers is key in shaping the character of students who are not only knowledgeable but also behave in accordance with the values learned.

As educators, the role of teachers has great significance in implying character values to students through the learning materials received by students. This role is key in efforts to improve the quality of education and form a generation that will carry out leadership roles for the country. One of the character values that is very important and needs to be instilled in students in Indonesia is the value of tolerance. Tolerance is an attitude of appreciating and respecting differences in society, be it culture, ethnicity, opinion or religious differences. This value is very relevant and crucial considering that Indonesia is a country with high diversity.

One of the factors that determines the success of education is the role of teachers. Where teachers have a strategic role in curriculum development and learning, including the transfer of knowledge and values to achieve educational goals (Fatmawati 2021). Likewise with Islamic religious education learning in junior high schools, where teachers are required to display various basic abilities in an integrated manner in the learning process. These abilities include mastery of material, ability to master teaching methods, motivating learning situations, relationships with students and various other abilities. Therefore, one of the steps that can be taken by a teacher as a student guide, especially in Islamic religious education learning in junior high schools, is to choose the right learning model, both for the material and the learning situation and conditions at that time. So that learning can stimulate students to obtain the expected competencies. The success of education is greatly influenced by the way teachers convey learning, the learning that is taught is truly understood by students so as to create a learning atmosphere that can motivate students to learn, especially Islamic religious education lessons. Students are said to be complete if the value of the learning outcomes of students' Islamic religious education reaches KKTP (criteria for achieving learning objectives). However, in reality, this expectation cannot be achieved by most of the students being taught. Especially in the subject of Islamic religious education in class VIII of SMP Negeri 3 Sibolga, a problem arises, namely that most of the students' learning outcomes have not reached the KKTP (criteria for achieving learning objectives).

Based on the author's observations in class VIII of SMP Negeri 3 Sibolga, information was obtained that the learning outcomes of Islamic religious education in class VIII of the 2024/2025 academic year in the summative assessment were relatively low. There are still many students who do not achieve the minimum score of 75 and the KKTP (criteria for achieving learning objectives) that have been set. This can be seen from the results of the daily Islamic religious education test of students. Where out of 15 students, only 3 people (32%) have completed the KKTP, while 10 people (68%) have not achieved the KKTP with an average learning outcome of Islamic religious education of 62.87.

The low learning outcomes of students are caused by several things, namely (1) Teachers in delivering lesson materials are less interesting to students (2) Teachers do not use learning models (3) Lack of interaction between teachers and students. From these things, several symptoms arise in students, namely (1) Students often do not pay attention to the explanation of the material given by the teacher (2) Only smart students and those sitting in front look active (3) Students sitting behind are busy with their respective activities, so that students do not understand the lesson material being studied. The expected teaching and learning process is that students complete learning for certain competencies. Students are said to have completed if the learning outcome value reaches the learning objective achievement criteria (KKTP). In order for learning outcomes to be achieved as expected, efforts are needed to improve learning. One of the efforts to improve Islamic religious education learning in order to achieve the expected learning outcomes is through the problem based learning (PBL) learning model. By using this problem based learning (PBL) learning model, it is hoped that students can be more active in working together in groups, and students will find it easier to understand the lesson material.

METHODS

The type of research is a method that will determine the steps to be taken in conducting research. According to Arikunto et al. (2016), CAR allows teachers to analyze the obstacles faced by students in direct learning, so that improvements can be made systematically and continuously.

The CAR model can be applied to various aspects of learning, such as teaching strategies, media use, and approaches to evaluating students. For example, Suprijono (2022) stated that the use of active learning methods based on CAR can increase student involvement in the learning process. In addition, this approach also encourages teachers to improve their professional abilities through direct action in the classroom.

In this study, the CAR theoretical framework was used as a basis for developing structured steps to improve the quality of learning, with a focus on improving student learning outcomes. CAR was carried out in two cycles, where each cycle included the planning, implementation, observation, and reflection stages.

Population is the entire group of individuals, objects, or events that have certain characteristics according to the objectives of the study (Sugiyono, 2021). Population acts as the main scope in the study, where relevant data will be taken. In this study, the population includes all students of class VIII at SMP Negeri 5 Sibolga. This population was chosen because it is considered to be able to provide relevant information to answer research problems.

A sample is part of the population that is taken to be a representation (Creswell & Creswell, 2020). This study will use 15 students of class VIII as a sample. The selection of samples was carried out purposively, namely selecting groups of students that are relevant to the objectives of the study. This method allows researchers to focus on subjects that have direct relevance to the research being conducted.

Primary data is data that comes from original or first sources. Primary data is also called data created by researchers for the specific purpose of solving the problems they are working on. The data sources in this study were all students of class VIII of SMP Negeri 5 Sibolga. Secondary data is data that has been collected for purposes other than solving the problems being faced. In this study, the secondary data sources are literature, articles, journals and internet sites related to the research being conducted.

The data collection stage was carried out during the research process with collaborators, namely the homeroom teacher of class VIII of SMP Negeri 5 Sibolga. There are various types of data collection techniques that can be used in conducting research. In accordance with the problems to be studied, the author uses several data collection techniques used, namely tests, observations, interviews and documentation.

The data analysis techniques used are quantitative and qualitative. The data obtained are categorized and classified based on the analysis of logical relationships, then presented actually and systematically in the overall problems and research activities. The completion value is a value that describes the proportion and qualification of students' mastery of the competencies that have been contracted in learning. To determine the minimum limit of the completion value, test participants can use the minimum completion criteria (KKM) guidelines that have been set by the class teacher. The calculation results are compared with the student learning completion criteria which are grouped into complete and incomplete categories, with criteria <75 with the category "Not Complete" and >75 with the Complete category.

RESULTS

Islamic education plays an important role in shaping students' character so that they have an attitude of tolerance, especially in religious life. One way to improve students' understanding of the material on internal and interfaith tolerance is to use the Problem

Based Learning (PBL) learning model. This model emphasizes collaborative problem solving so that students are more active in the learning process.

This research was conducted at SMP Negeri 3 Sibolga with the aim of determining the effectiveness of the PBL model in improving student learning outcomes on the material on internal and interfaith tolerance. The research subjects consisted of grade VIII students who were randomly selected as research samples. The method used was classroom action research (PTK) with two learning cycles.

Before implementing the PBL model, an initial test was conducted to measure students' initial understanding. The test results showed that most students still had a low understanding of the concept of tolerance. This indicates the need for a more effective learning strategy to improve their understanding.

In the first cycle, learning was carried out by providing real cases related to tolerance in everyday life. Students were divided into small groups and asked to analyze the case and find solutions that were in accordance with Islamic values. The teacher acted as a facilitator who guided the discussion and provided direction.

The evaluation results in the first cycle showed an increase in student understanding, but there were still some obstacles such as the lack of active participation from some students and limited time in group discussions. Therefore, in the second cycle, several improvements were made in the implementation of learning.

In the second cycle, the strategy implemented was to provide individual reflection tasks after group discussions. This aims to ensure that each student understands the material independently. In addition, teachers are more active in providing guidance and encouraging the involvement of all students in discussions.

The final results of the study showed a significant increase in student learning outcomes. The average student score increased compared to before the implementation of the PBL model. Students were also more active in discussions and were able to express their opinions more confidently. In addition to improving learning outcomes, this study also found that the PBL model helped improve students' tolerance. Students better understand the importance of appreciating differences and upholding mutual respect between religions.

The teachers involved in this study stated that the PBL model was effective in improving students' understanding of the material. However, the implementation of this model requires thorough preparation, especially in compiling cases that are relevant and interesting to students. The success of the PBL model in this study was also influenced by school support factors and a conducive learning environment. An environment that supports open and interactive discussions greatly helps students understand the material better.

From the results of interviews with students, most stated that learning with the PBL model was more interesting than the conventional lecture method. They feel more motivated to learn because they can actively participate in learning. However, there were also some obstacles found, such as difficulty in formulating solutions to the problems given. Some students also still lack confidence in expressing their opinions in front of their friends. To overcome these obstacles, additional strategies are needed such as discussion and presentation training so that students are more confident in expressing their opinions. In addition, strengthening Islamic values through a more contextual approach is also needed so that students better understand the relevance of the material to their daily lives.

Overall, this study proves that the application of the PBL model can improve student learning outcomes in the material on internal and interfaith tolerance. This model not only helps in cognitive understanding, but also forms more tolerant attitudes and characters of students. The results of this study can be used as a reference for other schools that want to adopt the PBL model in Islamic Education learning. With good planning and adequate support, this model can be applied effectively at various levels of education.

As a recommendation, teachers are expected to be more creative in compiling interesting learning cases and scenarios for students. This is important so that students are more motivated in participating in learning. In addition, cooperation is needed between teachers, students, and parents in building a learning environment that supports the application of the PBL model. Parents also need to be involved in providing an understanding to their children about the importance of tolerance in community life. The government and schools also need to provide support in the form of training and workshops for teachers so that they are better prepared to implement innovative learning models such as PBL. In the future, further research can be conducted to see the long-term impact of implementing the PBL model in forming more tolerant and open-minded student characters.

DISCUSSION

Problem-based learning/PBL model is a learning approach that encourages students to think critically in solving real problems. In the context of Islamic Religious Education (PAI), this model can improve students' understanding of religious values and help them apply Islamic teachings in everyday life. By providing problems that are relevant to students' lives, they will be more active in seeking solutions based on the religious concepts that have been learned. One of the main advantages of the PBL model in PAI is increasing student involvement in the learning process. Unlike the lecture method which tends to be passive, PBL requires students to actively participate in discussions and explore solutions. This helps them understand the material more deeply and not just memorize religious concepts without a strong understanding. PBL also trains students' critical thinking skills in facing various moral and ethical challenges in everyday life. For example, in learning about honesty, teachers can provide cases about ethical dilemmas in schools or social environments. Students are then encouraged to analyze the situation based on Islamic teachings, such as the arguments of the Qur'an and hadith related to honesty. In addition, this model helps students develop reflective thinking skills. When faced with a problem, they do not only seek instant solutions, but also reflect on the religious values that underlie their decisions. This is important in forming a strong Islamic character and personality in students. In the application of PBL, students often work in groups to discuss and analyze a problem. This group collaboration improves their social skills, such as communication, teamwork, and tolerance. In the context of Islamic Religious Education, this collaboration also instills the values of ukhuwah Islamiyah (brotherhood in Islam), which is one of the main teachings in religion. PBL also fosters curiosity and intrinsic motivation in learning. When students are given problems that are interesting and relevant to their lives, they will be more motivated to dig deeper for information. In Islamic Religious Education, this can motivate them to read the Qur'an, hadith, and other Islamic literature more often to find answers to the problems they face. Another advantage of this model is that it improves students' ability to connect theory with practice. Many students have difficulty applying religious teachings in real life because they only study theory without contextual understanding. With PBL, they are given scenarios that require them to apply Islamic teachings in decision making. In terms of evaluation, the PBL model allows teachers to assess students' understanding more comprehensively. Not only the final results are assessed, but also their thinking process and arguments in solving problems. Thus, teachers can identify the extent to which students truly understand Islamic values and are able to apply them.

The implementation of PBL also helps build students' learning independence. They do not only rely on teacher explanations, but actively seek other sources of information to enrich their understanding. This is in accordance with Islamic teachings that encourage its followers to continue learning and seeking knowledge throughout their lives. In the long term, the implementation of this model can form a more analytical mindset in dealing with

life's problems. Students who are accustomed to PBL will be better prepared to face social and moral challenges with a more systematic approach based on Islamic values.

Teachers have an important role in the success of the implementation of PBL in Islamic Religious Education. Teachers must be able to design problems that are appropriate to the level of understanding of students and are relevant to their lives. In addition, teachers also need to guide students in connecting problems with Islamic teachings appropriately. In addition to teachers, the school environment must also support the implementation of PBL by providing facilities that allow students to explore religious material more deeply. For example, by providing access to wider Islamic literature or presenting religious figures to provide additional insights in discussions.

The implementation of PBL in Islamic Religious Education can also be combined with technology to increase the effectiveness of learning. For example, students can use digital platforms to search for references or discuss online the problems given. This will make learning more dynamic and interesting. Despite its many benefits, PBL also has challenges in its implementation. One of them is that it takes longer than conventional methods. Therefore, teachers need to manage their time well so that all materials can be delivered without sacrificing the essence of problem-based learning. In addition, the success of PBL is highly dependent on students' ability to think critically and independently. Therefore, a gradual approach is needed so that students can adapt to this learning model. Teachers can start with simpler problems before moving on to more complex problems.

Parental support is also important in supporting problem-based learning at home. By involving parents in discussions or reflections related to religious material studied at school, students will be increasingly trained in linking Islamic teachings to real life. With the various advantages offered, PBL can be an effective alternative in improving student learning outcomes in Islamic Religious Education. Not only does it improve conceptual understanding, but it also forms a strong Islamic character in students. In the long term, the implementation of PBL in Islamic Religious Education can create a generation that is more critical, reflective, and adheres to Islamic values in facing various life problems. Through consistent implementation and support from various parties, the problem-based learning model can be an effective strategy in making Islamic Religious Education more relevant and meaningful for students in this modern era. Thus, PBL is not only a learning method, but also a tool to instill Islamic values more deeply and contextually in students' lives.

CONCLUSION

The conclusion of this study is that the Problem Based Learning model is effective in improving student learning outcomes in the material of internal and interfaith tolerance. With a more interactive and problem-solving-based approach, students can understand the material more deeply and apply it in everyday life. With a more innovative and interactive learning model such as PBL, it is hoped that Islamic education can be more relevant to the challenges of the times and be able to produce a generation with noble morals and a high tolerance attitude. Finally, the results of this study are expected to be an inspiration for educators to continue to develop more effective and interesting learning methods to improve the quality of education in Indonesia.

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