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Improving Student Learning Outcomes through the Application of Problem-Based Learning Methods at SMK Negeri 1 Syamtalira Aceh Utara

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is vocational high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that problem-based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of the pre-cycle of 42.19%, the first cycle of 69.57% and in the second cycle it increased to 87.93%. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, Islamic education, problem based learning.

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INTRODUCTION

The teaching and learning process carried out in educational units is basically a manifestation of Law number 20 of 2003 concerning the National Education system article 1 paragraph 20 states that learning or PBM is a process of interaction between students and educators and learning resources in educational units. This process occurs between educators and students at the same time as an effort to build and improve new knowledge in a planned manner. It is planned here that teachers in conducting learning must know the purpose of education which consists of three domains. The affective realm that relates to attitudes, the cognitive realm with the goal of student knowledge, and the psychomotor realm to realize skills or skills.

Efforts made by teachers to lead students to succeed in affective, cognitive, and psychomotor competencies will not come by themselves. Teachers must first increase their capacity by adding and updating their knowledge so that they are included in the 21st century teacher group. Teachers in the 21st century have become the dream of education today, in line with global developments that are growing very rapidly. In the

next development, teachers in the 21st century need academic and applied knowledge, in order to be able to connect knowledge with skills, be more creative, innovative, adaptive, and continue to transform for the better. According to Law Number 14 of 2005 concerning Teachers and Lecturers, article 1 paragraph 1 states, "Teachers are professional education with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on the path of formal education, primary education and secondary education." Thus, professional teachers are reflected in their ability to carry out the tasks for which they are responsible. These proficiency indicators can be marked by mastering the material and methods in learning. This is in line with the demands of 21st century teachers who expect professionalism from teachers in each educational unit.

The implementation of learning should be well organized and managed so that the activities take place according to the plan of learning. Learning management can start from subject matter with charming presentations, models, learning methods that attract attention to the use of varied learning media as an effort to present student attraction so that they can comfortably learn in the classroom. In behavioristic theory, stimulus and response become a unit that binds the two to produce a good in learning. Skinner (Ministry of Religion: 7), said that the relationship between stimuli and responses that occur in a process will cause changes in behavior. So with the ability of teachers to manage learning as described above, the response given by students in following the teaching and learning process in the classroom will improve. The hope is that with a high response, students' ability in learning will also be high.

In Islamic religious education, understanding and avoiding reprehensible traits such as extravagance, riya, sum'ah, takabur, and hasad is an important aspect to form a noble character. However, often students only understand these traits theoretically without realizing their impact in everyday life. The Problem-Based Learning (PBL) method can be a solution by involving students in solving relevant problems, thereby increasing their understanding in a contextual and applied manner. The Problem based learning (PBL) approach is very relevant to be used in learning Islamic religious education, especially in understanding and avoiding reprehensible traits such as extravagance, riya, sum'ah, takabur, and hasad. PBL allows students to not only understand the concepts theoretically, but also see their relevance and impact in real life.

METHODS

According to Kemmis and Arikunto (2019:16) stated that classroom action research has three stages in one cycle. If in this class action it is found that there are shortcomings and the achievement of the target that has been determined is not created, then improvements are made in the next cycle. The stages are: 1) Planning, which is an action that includes all steps in a systematic manner during learning. At this stage, all needs are prepared, starting from teaching materials, learning implementation plans, methods and strategies, approaches, research subjects, as well as observation techniques and instruments; 2) The implementation of actions is a learning process in the classroom as a realization of theories and strategies that have been prepared in planning guided by the applicable curriculum. 3) The observation stage is a direct observation activity on the implementation of research. The purpose of observation is to see whether there are any changes that occur during the study. 4) Reflection is a teacher's activity to find out what has been achieved, what has not been achieved, and what needs to be improved in the next lesson.

Therefore, the results of actions need to be seen, studied, and pondered both in terms of the learning process, teachers, students, methods, tools, and evaluation results. Data analysis begins by examining all existing data from the data from the results of each cycle. The data is all research instruments used by researchers, namely tests, interviews, and observation of teacher and student activities. The data results are described clearly and systematically, and presented in the form of images and tables. After the data is

analyzed and described, the next step is to reflect to draw a conclusion. The increase in student learning achievement marked by the average KKTP score in the Learning Achievement (CP) analyzed the benefits of avoiding mażmūmah morals (splurging, riya, sum'ah, takabur and hasad) with KKTP 75 as much as 87.5% of the number of students.

RESULTS

Early learning before the implementation of classroom action research, teachers carry out the learning process with the old paradigm (conventional). Teachers always tend to transfer knowledge to students through lecture methods and makeshift materials. Students seem passive, less creative, no effort is made by teachers to explore students' knowledge, and bored in the learning process. A learning atmosphere that is not fun and not innovative has an impact on the grades obtained by students. Student activities have an important role in the learning process, without student activities the learning process will not run well as a result of low student learning outcomes. This is as seen from the learning outcomes of students in class X-TG SMKN 1 Syamtalira Aron North Aceh for the 2024/2025 school year in Learning Outcomes analyzing the benefits of avoiding mażmūmah morals (splurging, riya, sum'ah, takabur and hasad) through the lecture learning method as a pre-cycle result as shown in table 4.2 many students have not reached KKTP. This can be seen from the achievement of learning outcomes that are still below the Learning Goal Achievement Criteria (KKTP) of 75. Based on the results of the analysis contained in the table, it is known that the number of students who got a grade A (very good) was as many as 6.25%, who got a grade of B (good) as many as 4 students or 25%, who got a grade of C (adequate) as many as 1 student or 6.25%, who got a grade of D (less) as many as 10 students or 62.5%. The test results as mentioned above, only some students have completed their studies, while some have not completed their studies. Based on the data in table 1.3 above, it is known that in this initial condition there are 6 students (48.5%) who have a score above the KKTP of 75 who are declared complete learning and 10 students (62.5%) who have a score below the KKTP which is declared not to have completed learning. Based on the results of the initial ability test in the pre-cycle with the results of the first cycle ability test, it can be seen that there is a reduction in the number of students who are still below the learning goal achievement criteria (KKTP). In the pre-cycle, the number of students under KKTP was 10 students and at the end of the first cycle it was reduced to 7 students. The average grade of the class increased from 74 to 81.

Based on the data in table 2.6 above, it can be concluded that learning using the Problem Based Learning model is able to improve learning outcomes, especially in learning outcomes to analyze the morals of mazmumah (splurging, riya, sum'ah, takabur and hasad). From the available data, it can be seen that the average score has increased from a value of 69 to 81. However, the score is not satisfactory Therefore, efforts to improve learning are needed in cycle II. In the implementation of learning in cycle II, students are still learning in groups, but in learning activities students are also given individual assignments. Individual tasks are given so that students are more responsible and active in the learning process. Observation is carried out in all face-to-face activities, in this case observations are carried out by peers who help researchers in conducting research. Observation is carried out to find out the activities of students and teachers directly in the learning process. The results of observation in the learning process as a whole show active learning activities and these results are used as reflection materials. From the results of the first cycle test, it was shown that the results that achieved a score of A (very good) were 10 students (62.5%), who got a B (good) score of 2 students (12.5%), who got a C (adequate) score of 2 students (12.5%), who got a D score (poor) as many as 0 people (0%). Based on the data in table 4.6 above, it is known that in the first cycle there were 14 students (87.5%) who had a score above the KKTP of 75 who were declared complete learning, 2 students (12.5%) had a score below the KKTP.

Based on the results of the initial ability test in the pre-cycle, the results of the first and second cycle tests, it can be seen that there is a reduction in the number of students who have not completed it. In the pre-cycle the number of students under KKTP was 10 students, at the end of the first cycle it was reduced to 7 students, and in the second cycle all students had been completed. The average grade of the class increased from 69 to 81 and rose to 92.5. Based on the data in table 3.7 above, it can be concluded that learning using the Problem Based Learning model coupled with individual tasks is more able to improve learning outcomes, especially in the learning outcomes of analyzing the morals of mazmumah (splurging, riya, sum'ah, takabur and hasad). From the available data, it can be seen that the average score has increased from the scores of 69, 81, and 93, thus the scores obtained are satisfactory because all students have succeeded in achieving KKTP. Similarly, the results of observations on the student learning process showed that students were enthusiastic and active with learning activities using the Problem Based Learning model. This can be seen from the activities of students in the learning process, they are more active and involved in the learning process. Then students are more independent in solving problems and improving critical thinking skills and are more confident in expressing opinions or presenting the results of discussions on the moral material of mazmumah (splurging, riya, sum'ah, takabut and hasad).

DISCUSSION

Based on the results of the study, it can be stated that learning using the Problem Based Learning method can improve student learning outcomes in class X-TG SMKN 1 Syamtalira Aron North Aceh for the 2024/2025 school year, especially in the moral material of mazmumah (splurging, riya, sum'ah, takabut and hasad). In the initial or pre-cycle activities, almost some of the students who participated in the learning had low scores on the moral material of the mazmumah (splurging, riya, sum'ah, takabut and hasad). The reasons include that this material is poorly understood by students, especially when analyzing the definition, evidence, ways to avoid and the benefits of avoiding the morals of mazmumah 9bershaving, riya, sum'ah, takabur and hasad, it is clear that students are able because the average student is less able to understand the basic concepts and this is an obstacle that has a very big influence. The test results given by the teacher before the action showed that only 37.5% (6 students) had completed their studies and 62.5% (10 students) had not completed their studies at the KKTP of 75. In this pre-cycle, the highest score was obtained of 100, the lowest score was 60, and the average score was 69. In the initial or pre-cycle activities, almost some of the students who participated in the learning had low scores on the moral material of the mazmumah (splurging, riya, sum'ah, takabut and hasad). The reasons include that this material is poorly understood by students, especially when analyzing the definition, evidence, ways to avoid and the benefits of avoiding the morals of mazmumah 9bershaving, riya, sum'ah, takabur and hasad, it is clear that students are able because the average student is less able to understand the basic concepts and this is an obstacle that has a very big influence. The test results given by the teacher before the action showed that only 37.5% (6 students) had completed their studies and 62.5% (10 students) had not completed their studies at the KKTP of 75.

In this pre-cycle, the highest score was obtained of 100, the lowest score was 60, and the average score was 69. Conventional learning methods that are only lectures conducted by teachers make students bored and uncreative. In learning, students only sit and are very sleepy in listening to the transfer of knowledge from the teacher, students are less motivated to acquire knowledge about the material being studied. This can be seen from the lack of questions and responses from students. The absence of challenges for students to complete tasks that train skills and multiply knowledge makes learning that takes place in one direction only. Actually, it is very important that students are invited to be fully involved in learning activities. Learning is not an activity that can only be watched, but requires the participation of all parties. Learning is not only passively absorbing

information but actively creating knowledge and skills. Learning efforts really depend on students not on teachers or facilitators.

From the results of the first cycle test, it shows that the results that achieved a score of A (very good) were 2 students (12.5%), a score of B (good) as many as 4 students (25%), a grade C (adequate) as many as 3 students (18.75%), a score of D (poor) as many as 7 students (43.75%) Based on the completeness of student learning from a total of 16 students, 9 students (56.25%) were declared to have achieved learning completeness and 6 students (37.5%) were declared not to have achieved completeness. In the first cycle, the highest score was obtained of 100, the lowest score of 70, and the average score of 81 When compared to the pre-cycle average score of 69, there has been an increase in the score by 11 numbers. The learning process in cycle I has shown changes, although there are still some students who have not been fully involved in learning activities. This can be caused by the assignment given by the teacher only in groups, so that there are students who expect the completion of the assignment by their group friends only. However, in general, it can be said that students like to participate in learning using Problem Based Learning because students are actively involved in learning and interaction between group members. From the observation results, the creativity and activeness of students in learning are also clearly visible. Students discuss with each other in their groups and are very enthusiastic about completing group tasks.

Through this learning, there are many benefits for students, including being able to establish good communication between students, mutual respect. Togetherness and interaction between students are important components of a fun atmosphere in learning. The findings stated that learning new styles and enthusiasm for achieving achievement demanded convincing expression. Therefore, students must be given the opportunity to compete or compete positively to obtain awards and show their identity in getting recognition of learning achievements.

The results between the initial condition or in the pre-cycle and the first cycle showed changes even though they were not optimal. This is characterized by an increase in the number of students who achieve learning completeness. The results of the final test of the first cycle are better compared to the level of student learning completeness in the initial condition or before the action is taken. From the results of the reflection of the first cycle, it can be concluded that through the use of the problem-based learning model, students experienced an increase in scores both individually and the level of learning completeness which reached 56.25%. Likewise, the average grade of the class has increased by 11 points. In the first cycle, not all students have achieved completeness because there are some students who think that group assignments will get the same score for each group member, so some leave the completion to friends who they consider more capable. From the results of observations in the learning process, it was stated that active learning had occurred.

CONCLUSION

From the results of the lesson activities that have been carried out for two cycles, and based on all the discussions and analyses that have been carried out, it can be concluded as follows: 1) Learning using the Problem Based Learning (PBL) model can improve the Learning Outcomes of Akhlah Mazmuzah (befoya-foya, riya, sum'ah, takabur and hasad) in Grade X-TG Students at SMKN 1 Syamtalira Aron North Aceh in the odd semester of the 2024/2025 school year. From the study, it can be seen that the learning outcomes at the end of the first cycle, the learning completeness achieved was 37.5% (6 students) and those who had not achieved learning completeness were 62.5% (10 students), at the end of the second cycle, the learning completeness achieved was 87.5% (14 students) and; 2) students who have not passed the KKTP. With the average score of the first cycle class of 81, the average of the second cycle class is 93. Overall, the overall learning completeness of students achieved an increase of 50% when compared to the initial condition.

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