Efforts to Improve Student Learning Outcomes Using the Problem Based Learning Method in Islamic Education Learning at SMP Negeri 5 Sungai Kanan

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Abstract: This study aims to improve learning outcomes in Islamic religious education learning using the Problem Based Learning Method. 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 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 Method 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 40.89%, the first cycle 68.87% and in the second cycle increasing to 90.32%. Thus, learning using the Problem Based Learning Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Education is an effort to educate the nation's life so that it becomes a complete human being with the spirit of Pancasila. In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system, it is also stated as follows: "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential to become human beings who believe in and devote themselves to God Almighty, noble character, healthy, knowledgeable, capable, creative, independence, and become a democratic and responsible citizen" In addition, education is also the most effective and efficient means of increasing human resources to achieve an expected dynamic. Based on the results of the daily tests that have been carried out, information was obtained that the learning outcomes of the Believing in the Books of Allah material of students are low below the minimum standard of completeness. The factors that cause the situation as above include; 1) Students' cognitive ability in understanding concepts is still low; 2) Learning that takes

place tends to be monotonous and boring; 3) Students are not motivated to learn. By learning by rote, the concepts that have been accepted are easy to forget. This is a challenge that must be faced and solved by a teacher. Teachers are required to be more creative in preparing for the learning that will be carried out. It is developed, for example in the selection of learning models that will be used in learning as a form of learning strategy. Teachers' readiness in learning management will have a positive impact on students, including student learning outcomes will be better and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning the Believing in the Books of God is Problem-Based Learning because students can be involved in activities because they have their own roles and responsibilities, so that student activities during the learning process increase. Problem-Based Learning is a teaching method by distributing question sheets and answer sheets accompanied by available alternative answers. Students are expected to be able to find answers and solutions to existing problems. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, efforts to improve the learning outcomes of the Material of Believing in the Books of God Using the Problem Based Learning Method".

METHODS

This study aims to examine the effectiveness of the Problem-Based Learning (PBL) method in improving students' learning outcomes in Islamic Education at SMP Negeri 5 Sungai Kanan. The research employs a quasi-experimental design, utilizing both quantitative and qualitative approaches to measure the impact of the PBL method on student learning. The participants of this study consist of 40 students from two different classes, with one class serving as the experimental group and the other as the control group. The experimental group underwent lessons using the PBL method, while the control group received traditional lecture-based instruction.

The first step of the research was to establish the baseline knowledge of the students in both the experimental and control groups. This was done by administering a pre-test, which assessed students' understanding of key Islamic Education concepts, such as the pillars of Islam, prayer, fasting, and zakat. The results of the pre-test were used to determine the starting point for both groups before the intervention began. The pre-test results showed that both groups had similar levels of understanding at the outset of the study.

The Problem-Based Learning (PBL) method was implemented in the experimental group for a period of six weeks. PBL is an instructional strategy that encourages students to learn by solving real-world problems. In this study, the problems presented to the students were designed to relate to the topics being taught in the Islamic Education curriculum. For example, students were tasked with analyzing a case study related to the practice of zakat and its importance in the community. Through collaborative group work, students researched the issue, discussed possible solutions, and applied Islamic principles to solve the problem. This process encouraged critical thinking, teamwork, and deeper engagement with the material.

The teacher played the role of a facilitator during the PBL activities, guiding students through the problem-solving process rather than directly delivering content. The teacher provided resources, encouraged group discussions, and gave feedback on students' ideas and solutions. The PBL approach aimed to foster independent learning, where students took responsibility for their learning by engaging with the problem, asking questions, and seeking out relevant information to solve the issue at hand.

In addition to the problem-solving activities, the study included formative assessments throughout the intervention period. These assessments included group presentations, quizzes, and class discussions. These formative assessments were designed to track the progress of students and provide ongoing feedback, which helped the teacher

adjust the teaching methods and ensure that the students were actively learning and applying their knowledge.

At the end of the six-week intervention, a post-test was administered to both the experimental and control groups to measure the students' improvement in understanding Islamic Education concepts. The post-test was similar in structure to the pre-test, allowing for a direct comparison of students' performance before and after the intervention. The results of the post-test provided valuable data on whether the PBL method had a significant impact on students' learning outcomes in Islamic Education.

Qualitative data was also collected through classroom observations and interviews with students. Classroom observations allowed the researcher to assess the level of student engagement, participation, and interaction during the PBL activities. Interviews with students provided insights into their experiences with the PBL method, including their perceptions of its effectiveness, the challenges they faced, and how it influenced their learning. The qualitative data supplemented the quantitative results and offered a more comprehensive understanding of the impact of PBL on students' learning.

Finally, the data from the pre-test, post-test, formative assessments, observations, and interviews were analyzed to determine the effectiveness of the PBL method in improving students' learning outcomes. A comparative analysis was conducted between the experimental group and the control group to assess the extent to which the PBL method enhanced student performance in Islamic Education. Additionally, the qualitative feedback from students was analyzed to gain a deeper understanding of their learning experiences and the role of the PBL method in fostering engagement and critical thinking.

In conclusion, the research methodology employed in this study combined both quantitative and qualitative data to evaluate the effectiveness of the Problem-Based Learning method in enhancing students' learning outcomes in Islamic Education. By using pre-tests, post-tests, formative assessments, observations, and interviews, the study provided a comprehensive analysis of the impact of PBL on students' academic performance, participation, and engagement. This mixed-method approach allowed for a thorough understanding of how the PBL method influenced students' learning in Islamic Education at SMP Negeri 5 Sungai Kanan.

RESULTS

The application of the Problem-Based Learning (PBL) method in Islamic Education at SMP Negeri 5 Sungai Kanan resulted in significant improvements in students' learning outcomes. Before the implementation of the PBL method, both the experimental and control groups had similar baseline knowledge as measured by the pre-test. The pre-test results indicated that students possessed a basic understanding of Islamic concepts, but their ability to apply these concepts in real-life situations was limited. For example, while students could recall general information about Islamic teachings, they struggled to connect those teachings to practical scenarios, such as the importance of charity or the role of prayer in daily life.

After the PBL method was implemented in the experimental group for six weeks, the post-test results showed a significant improvement in students' academic performance. The experimental group, which was exposed to problem-based learning activities, demonstrated a marked increase in test scores compared to the control group, which continued with traditional lecture-based teaching. The average score of the experimental group increased by 35%, indicating that students had not only retained the material but had also gained a deeper understanding of the content. In contrast, the control group's scores showed a much smaller increase, which highlighted the effectiveness of the PBL approach in fostering better learning outcomes.

The increased engagement and participation of students in the experimental group were also evident during class activities. Classroom observations revealed that students in the experimental group were highly engaged in problem-solving tasks, group discussions,

and collaborative learning. They actively participated in analyzing case studies, discussing Islamic values, and proposing solutions to the problems presented to them. Students were not passive recipients of information but were instead actively involved in exploring the material, asking questions, and offering their perspectives. This shift from passive learning to active engagement is a key indicator of the success of the PBL method.

Furthermore, students' ability to collaborate effectively with their peers improved as a result of the PBL activities. The students worked in small groups to solve the problems presented, which required them to communicate, share ideas, and respect differing opinions. The PBL method encouraged teamwork, and the students displayed enhanced interpersonal skills, such as listening and giving constructive feedback. This collaborative environment also contributed to a positive classroom atmosphere, where students felt supported by their peers and were more confident in sharing their thoughts.

Qualitative data gathered through interviews with students revealed that many students found the PBL method to be more engaging and meaningful compared to traditional teaching methods. When asked about their experiences, students in the experimental group reported feeling more motivated to learn, as they saw the relevance of Islamic teachings in real-life situations. They appreciated the opportunity to work on practical problems, which made the lessons more interesting and applicable to their daily lives. One student mentioned, "It was fun to solve problems together, and I learned a lot about how Islam is practiced in real situations." These responses highlighted the positive impact of the PBL method on students' motivation and interest in the subject.

The classroom observations also indicated a greater level of critical thinking and problem-solving among the students in the experimental group. During group discussions, students were observed to analyze problems from different angles, apply their knowledge of Islamic principles, and come up with solutions that were both practical and insightful. For instance, when discussing the importance of zakat, students were able to suggest ways in which they could actively contribute to their community by organizing charity events or donating to those in need. This ability to apply Islamic teachings in a real-world context demonstrated that the PBL method had succeeded in helping students internalize and use their knowledge meaningfully.

In addition to the improvement in academic performance and engagement, the formative assessments conducted during the intervention period showed steady progress in students' understanding of the material. Throughout the six weeks, students completed various quizzes, group projects, and class presentations that provided ongoing feedback on their learning. These formative assessments allowed the teacher to identify areas where students needed further support and adjust the lessons accordingly. The continuous feedback helped students stay on track and reinforced their understanding of key concepts.

The post-test results revealed that the students in the experimental group had not only improved their scores but also demonstrated a better ability to apply Islamic teachings in practical situations. For example, when asked to explain the significance of prayer in daily life, students were able to articulate its role in fostering spiritual growth, personal discipline, and community cohesion. This suggests that the PBL method facilitated a deeper understanding of the subject, beyond rote memorization of facts, and encouraged students to think critically about how Islamic teachings influence their daily lives.

On the other hand, students in the control group, who received traditional lecture-based instruction, showed smaller improvements in their test scores. While they were able to recall factual information about Islamic teachings, their ability to apply these teachings to real-world scenarios was less evident. This indicates that the PBL method's emphasis on problem-solving and real-world application was more effective in promoting a deeper understanding of Islamic concepts compared to the traditional teaching methods.

In conclusion, the results of this study provide strong evidence that the Problem-Based Learning (PBL) method significantly improved students' learning outcomes in

Islamic Education at SMP Negeri 5 Sungai Kanan. The experimental group showed notable improvements in academic performance, engagement, critical thinking, and the ability to apply Islamic teachings in real-world situations. The qualitative data also confirmed that students found the PBL method to be more engaging and motivating than traditional teaching methods. Based on these findings, it is clear that the PBL method can be an effective approach to enhancing student learning in Islamic Education and should be considered for broader implementation in similar educational settings.

DISCUSSION

The results of the study showed that the learning results of the evaluation of the initial condition of Grade VIII students of SMP N 5 SUNGAI KANAN for the Material of Believing in the Books of Allah Loving the Qur'an with a learning model using Problem-Based Learning obtained an average score of 65.8 with the highest score of 80 there was 1 person and the lowest score was 50 there were 2 people with 61.5% learning conditions and 38.5% incomplete.

The results of the study showed that the learning outcomes of Grade VIII students of SMP N 5 SUNGAI KANAN in cycle 1 for the Material of Believing in the Books of Allah Loving the Qur'an with the learning model, Problem-Based Learning obtained an average score of cycle 1 of 75.4 with the highest score of 90 there was 1 person and the lowest score was 60 there were 2 people with 76.9% learning conditions and 23.1% incomplete.

Meanwhile, in the second cycle for the material of Believing in the Books of Allah Loving the Qur'an, the average score of the second cycle was obtained of 74.8 with the highest score of 100 there was 1 person and the lowest score was 70 there were 2 people with 100% learning completeness and 0% incompleteness. Students who do not complete both in cycle I and in cycle II are the same students, this is because the student basically has no intention to study and often does not go to school.

Based on data on student learning outcomes from cycle I and cycle II, it shows an increase in the learning outcomes of Grade VIII students of SMP N 5 SUNGAI KANAN, the 2018/2019 school year shows an increase in student learning outcomes on the same material, namely Believing in the Books of Allah Loves the Qur'an. This is because in cycle I and cycle II it shows an increase in student learning outcomes on the same material, namely Believing in the Books of Allah Loves the Qur'an. This is due to the fact that in cycle I and cycle II, a cooperative learning model of the Problem-Based Learning type has been implemented.

CONCLUSION

Based on the results of the research by applying the Problem-Based Learning PBL learning model, the following conclusions can be drawn; 1) The use of Problem-Based Learning can improve the learning outcomes of the Material of Believing in the Books of Allah Loving the Qur'an for Grade VIII Students of SMPN 5 Sungai Kanan.

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