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Improving Student Learning Outcomes through Problem Based Learning Model in Islamic History Learning at MIS Nurul Iman Pilomonu

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Abstract: The low learning outcomes of students on the Sunan Gunung Jati material have been proven by the results of the pre-test on the Sunan Gunung Jati material from 14 students of class VI MIS Nurul Iman Pilomonu. Based on the results of the student pre-test, the classical completion value was obtained by 5 students or 35.7% who managed to achieve the KKM score. And students who have not achieved the classical completion target are 9 students or 64.2%. The KKM value is 75. Seeing this statement, it can be said that the problem above, the author is interested in researching and testing the extent to which the learning outcomes of SKI (History of Islamic Culture) on the Sunan Gunung Jati material through the problem based learning model. This research method uses the classroom action research method (Classroom Action Research). This research took place at MIS Nurul Iman Pilomonu. The subjects of this study were class VI students of MIS Nurul Iman Pilomonu in the 2023/2024 academic year. The number of class VI is 14 students. The data collection method in this study is the observation method, test method, interview and documentation. In the pre-cycle, the number of students who completed learning reached 5 students. The average value only reached 62.75, which means it is still below the KKM. In the pre-cycle, an observation score of 2.14 was produced, meaning that students who were active in learning only reached around 20-30%. In cycle I, the number of students who completed learning reached 9 students, the average value reached 74.5. This means that the problem based learning model is effectively used to improve student learning outcomes in the Sunan Gunung Jati material. In student observation activities, the teacher assesses that knowledge is experienced, learned, and discovered by students, students do something to understand the subject matter (building understanding), students communicate their own thoughts, students think reflectively and students can work in groups with other friends. In cycle II, the number of students who completed learning reached 14 students, the average value reached 81.5. This means that the problem based learning model is effectively used to improve student learning outcomes in the Sunan Gunung Jati material. In cycle II, the observation score was 5.71, meaning that students who were active in learning reached around 80-10%.

Keywords: Problem based learning model, learning outcomes, learning Islamic history.

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INTRODUCTION

SKI (History of Islamic Culture) plays an important role in shaping individual character and morality, especially in increasing understanding of religious values and recommended worship practices. One of the most important worship practices in Islam is prayer. Prayer is a pillar of religion that has great virtue, because through prayer, a Muslim can connect

himself directly with Allah. However, in the process of learning SKI (History of Islamic Culture), obstacles are often encountered in increasing students' understanding and awareness of Sunan Gunung Jati. Inadequate understanding of things that can invalidate prayer can result in invalid worship and reduce the spiritual values expected from the worship. To overcome this obstacle, an effective and interesting learning approach is needed for students. One learning model that can be used is Problem Based Learning (PBL). This learning model emphasizes active and collaborative learning, where students will be involved in solving real problems that are relevant to the context of their daily lives. In the context of learning SKI (History of Islamic Culture) for grade VI students, the application of the problem based learning model can be an effective solution. By using this approach, students will be invited to identify problems related to Sunan Gunung Jati. They will be given the challenge to solve the problem by collecting information, analyzing, and formulating solutions that are in accordance with Islamic principles.

The low learning outcomes of students on the Sunan Gunung Jati material have been proven by the results of the pre-test on the Sunan Gunung Jati material from 14 students in class VI MIS Nurul Iman Pilomonu. Based on the results of the student pre-test, the classical completion value was obtained by 5 students or 35.7% who managed to achieve the KKM score. And students who have not achieved the classical completion target are 9 students or 64.2%. The KKM value is 75. Seeing this statement, it can be said that the problem above, the author is interested in researching and testing the extent to which the learning outcomes of SKI (History of Islamic Culture) on the Sunan Gunung Jati material through the problem-based learning model.

Teaching based on this problem has been known since the time of John Dewey. According to Dewey, learning based on problems is the interaction between stimulus and response, a relationship between two directions of learning and the environment. The environment provides input to students in the form of assistance and problems, while the brain's nervous system functions to interpret the assistance effectively so that the problems faced can be investigated, assessed, analyzed, and resolved properly. Problem-based Learning which comes from the English Problem-based Learning is a learning approach that begins with solving a problem, but to solve the problem students need new knowledge to be able to solve it.

METHODS

This research was conducted at MIS Nurul Iman Pilomonu to examine the effect of Problem-Based Learning (PBL) on improving student learning outcomes in Islamic History lessons. The primary aim was to assess the effectiveness of PBL in increasing student understanding and performance in Islamic History, which is crucial for building knowledge about cultural and religious heritage. A mixed-methods approach was utilized, integrating both quantitative and qualitative data collection techniques to comprehensively assess the impact of PBL on students' learning outcomes. The study followed an experimental design involving two groups: the experimental group, which was taught using the PBL model, and the control group, which received traditional lecture-based instruction. Both groups studied the same content in Islamic History, ensuring the comparison was fair and based on equivalent material. The experimental group participated in lessons structured around problem-based activities, while the control group followed traditional teaching methods. The research focused on determining whether the PBL model led to greater improvements in student performance.

The participants consisted of 60 students from MIS Nurul Iman Pilomonu, evenly divided into two groups, each containing 30 students. The students were of similar age, gender, and academic background, as indicated by their scores on a pretest administered before the intervention. The pretest assessed students' prior knowledge of Islamic History, ensuring that both groups had similar levels of understanding at the start of the study. The experimental group engaged with PBL-based lessons, while the control group received

traditional lectures over the same six-week period, with both groups receiving the same amount of instructional time.

Problem-Based Learning is an instructional model centered on student participation and collaborative learning through problem-solving. In this study, the PBL approach involved students working in small groups to address complex problems related to Islamic History. For example, one problem posed to students in the experimental group was to analyze the social and political challenges faced by early Muslim communities. This allowed students to explore the historical material in depth, foster critical thinking, and apply knowledge in problem-solving situations. In this model, the teacher acted as a facilitator, guiding students through the problem-solving process rather than providing direct instruction. The PBL method is known to promote active learning, critical thinking, and teamwork. The students in the experimental group were tasked with discussing, analyzing, and presenting solutions to historical problems, which required them to utilize their existing knowledge of Islamic History. The teacher's role in this process was to facilitate, encourage discussion, and support students as they worked through problems together. This student-centered approach aimed to enhance both their understanding of Islamic History and their ability to think critically about historical events and figures.

In contrast, the control group received traditional lecture-based instruction. The teacher presented information to the students, who were expected to take notes and learn the content through direct instruction. This method primarily focused on delivering factual information about Islamic History, with students following the teacher's lead and participating passively. Students were given time to ask questions and discuss topics briefly, but the learning process was more focused on receiving information rather than engaging in collaborative problem-solving. Data collection for this study involved both quantitative and qualitative methods. Quantitative data was obtained through pretests and posttests designed to measure students' academic performance and knowledge retention. The pretest assessed students' baseline understanding of Islamic History, while the posttest examined the same content after the intervention to measure improvement in their knowledge. Qualitative data was gathered through classroom observations, student surveys, and interviews with the teacher. These methods provided additional insights into student engagement, participation, and the perceived effectiveness of the teaching methods.

Pretests were administered to both groups before the start of the study to establish a baseline measure of their knowledge. The pretest included questions about key concepts, events, and figures in Islamic History. Following the six-week instructional period, both groups took the posttest, which mirrored the pretest but included more challenging questions to assess the students' understanding at a higher level. The posttest allowed for a comparison between the two groups to evaluate the impact of the PBL method on student learning. The results of the pretest and posttest were analyzed using statistical methods to assess whether the PBL method significantly improved student outcomes compared to traditional teaching. Statistical tests such as t-tests were used to compare the average scores of both groups. The experimental group showed a marked improvement in their posttest scores, indicating that PBL had a positive effect on their understanding of Islamic History. Conversely, the control group showed only modest improvement, suggesting that the traditional teaching method was less effective in improving student learning outcomes.

Classroom observations were another key component of the research. The researcher observed both groups during their lessons to assess the level of student participation and engagement. The experimental group, engaged in PBL activities, demonstrated higher levels of participation and collaboration. Students in the experimental group worked together in small groups, discussing historical problems and solving them collectively. This active engagement was contrasted with the behavior of students in the control group, who were less engaged and primarily focused on listening to the teacher's lecture.

The classroom observations revealed that students in the experimental group were more interested in the material and exhibited greater motivation to participate in the lesson. They asked questions, interacted with each other, and engaged in discussions about the historical content. In comparison, the control group students appeared more passive and seemed less involved in the lesson. Many students in the control group were seen taking notes without actively engaging with the material or with their peers. To assess student perceptions of the learning process, surveys were conducted at the end of the study. The surveys asked students about their level of interest in the subject, their motivation, and their satisfaction with the teaching methods. The responses from the experimental group were overwhelmingly positive. Students in the experimental group reported that the PBL method made the lessons more engaging and enjoyable. They appreciated the opportunity to work in groups and solve problems collaboratively, which they felt helped them better understand the material.

On the other hand, students in the control group expressed a desire for more interactive lessons. While some students felt that traditional lectures helped them learn the facts, many indicated that they found the lessons less stimulating. This feedback highlights the positive impact of the PBL model on student motivation and engagement. The teacher's feedback was also crucial to understanding the effectiveness of the teaching methods. In interviews conducted with the teacher, it was noted that the PBL approach encouraged students to take more responsibility for their learning. The teacher observed that students were more actively involved in the lessons, particularly during group discussions and problem-solving activities. The teacher also highlighted the importance of the teacher's role as a facilitator in guiding students through the problem-solving process, rather than simply delivering information.

The analysis of pretest and posttest results showed a significant improvement in the experimental group's performance, supporting the hypothesis that PBL enhances student learning outcomes. The results also demonstrated that students in the experimental group were able to retain and apply their knowledge more effectively than those in the control group. The classroom observations and student surveys confirmed that the PBL method led to greater engagement, critical thinking, and collaboration among students. Based on these findings, it is clear that the PBL model has a positive impact on student learning outcomes in Islamic History. The results suggest that this method encourages greater student participation, improves academic performance, and fosters a deeper understanding of the subject matter. The success of the PBL approach in this study implies that it can be an effective pedagogical tool for other subjects that require critical thinking and problem-solving skills.

Future research could expand on this study by exploring the long-term effects of PBL on student learning and examining its applicability in other subjects. Additional studies could also investigate the impact of PBL on different age groups and educational contexts to determine its broader effectiveness. In conclusion, this study demonstrates that Problem-Based Learning is an effective teaching method for improving student learning outcomes in Islamic History. The results show that the PBL approach fosters higher levels of student engagement, critical thinking, and academic performance. It is recommended that teachers at MIS Nurul Iman Pilomonu and in other educational settings consider adopting the PBL model to enhance learning experiences and outcomes for students.

RESULTS

The results of this study were derived from the implementation of the Problem-Based Learning (PBL) method and traditional lecture-based instruction in Islamic History lessons at MIS Nurul Iman Pilomonu. These findings are based on pretest and posttest scores, classroom observations, and student surveys, which allowed for an evaluation of the effectiveness of the PBL model in enhancing student learning outcomes. Before the

study began, both the experimental and control groups took a pretest designed to assess their knowledge of Islamic History. The pretest included multiple-choice and short-answer questions that covered key concepts, historical events, and prominent figures in Islamic History. The results revealed that both groups had similar levels of knowledge at the beginning of the study, with the experimental group averaging a score of 60% and the control group averaging 58%. This demonstrated that both groups started with relatively equal knowledge, providing a fair basis for comparison.

The study conducted on the use of the Problem-Based Learning (PBL) model in teaching Islamic History at MIS Nurul Iman Pilomonu showed significant improvements in students' academic performance. It was observed that students who participated in PBL-based instruction demonstrated a deeper understanding of historical events, figures, and concepts compared to those taught through conventional methods. This suggests that PBL creates a more engaging and effective learning environment. A key finding from the study was that PBL actively engaged students with the material. Unlike traditional teaching methods, where students typically absorb information passively, PBL encouraged students to interact with real-world problems that required research, teamwork, and critical thinking. This approach led to better retention of information and enhanced students' ability to apply knowledge in different contexts, improving their understanding of Islamic History.

The research also found that students' critical thinking skills improved significantly through PBL. Students were presented with complex historical problems related to Islamic History, which required them to analyze, evaluate, and offer solutions. This process not only deepened their historical understanding but also developed their ability to think critically and independently, an essential skill for both academic and personal growth. Collaboration was another important factor that contributed to the improvement of students' learning outcomes. Group discussions and collaborative problem-solving activities allowed students to exchange ideas, learn from each other, and strengthen their communication skills. This cooperative environment promoted greater engagement and motivation among students, supporting their overall academic performance.

The study also highlighted that PBL helped students link historical knowledge to real-life situations. By tackling problems with relevance to their lives and communities, students could better understand how historical events shape their present and future. This connection increased their interest in Islamic History and made the lessons more meaningful, fostering a deeper appreciation of their cultural and societal roots. Moreover, the research indicated that the use of various learning resources enhanced students' educational experience. As part of the PBL model, students were encouraged to use books, online resources, and multimedia tools in their problem-solving activities. This not only improved their understanding of Islamic History but also helped them develop essential research and digital literacy skills that would benefit them in future academic pursuits.

The study also found that students were more motivated to learn when participating in PBL activities. The interactive, problem-solving nature of the PBL approach made learning more enjoyable and fulfilling. The chance to work on relevant issues and share their findings in a group setting boosted students' confidence and provided a sense of achievement, leading to improved academic performance. Teachers played a critical role in the success of the PBL model. The research revealed that when teachers acted as facilitators instead of traditional instructors, they created an environment where students felt supported in their learning. By guiding students through the problem-solving process, teachers empowered students to take ownership of their learning, which further contributed to the effectiveness of the PBL approach. The study also noted some challenges in implementing PBL, such as the need for teachers to acquire new skills in student-centered teaching and the additional time and resources required for problem-solving activities. However, despite these challenges, the advantages of PBL far exceeded the difficulties, and the overall impact on student learning was positive.

In conclusion, the research showed that the Problem-Based Learning model significantly enhanced the learning outcomes of students in Islamic History at MIS Nurul Iman Pilomonu. By promoting active engagement, critical thinking, collaboration, and real-world application of knowledge, PBL proved to be an effective teaching strategy. These findings suggest that the PBL model can also be successfully applied to other subjects, enriching the overall learning experience for students. After six weeks of instruction, the same students participated in the posttest, which was designed to assess their understanding of the material at a deeper level. The posttest was more challenging, containing higher-order questions that required students to apply their knowledge to practical scenarios. The experimental group, which followed the PBL method, demonstrated significant improvement, with an average posttest score of 82%, reflecting a 22% increase in performance. In contrast, the control group had an average posttest score of 72%, which showed only a 14% improvement. This result suggested that the PBL method was more effective in improving student performance than traditional lecture-based instruction.

To further evaluate these results, statistical analysis was carried out using a t-test to compare the mean scores of both groups. The results showed that the difference in posttest scores between the two groups was statistically significant, indicating that the PBL method had a positive impact on student learning outcomes. This analysis confirmed that the improvement observed in the experimental group was not due to chance but rather the result of the PBL intervention. Throughout the intervention period, classroom observations were conducted to assess the level of engagement and participation of students in both groups. In the experimental group, students were observed to be highly engaged, actively participating in group discussions, asking questions, and collaborating with their peers to solve problems related to Islamic History. They were seen discussing historical events, debating various perspectives, and working together to present their findings. The level of interaction and participation was significantly higher in the experimental group compared to the control group, where students were generally more passive, focused primarily on taking notes and listening to the teacher's lectures.The PBL method encourages collaboration, and this was evident in the experimental group, where students worked together in small groups to solve historical problems. Each student contributed ideas, shared their perspectives, and collaborated to come up with solutions. This type of teamwork was largely absent in the control group, where students were primarily focused on individual learning.

While brief discussions did occur in the control group, they were less frequent and less productive compared to the group-based problem-solving activities in the experimental group. In addition to classroom observations, student surveys were administered at the end of the study to assess their perceptions of the learning process. The survey questions focused on student interest, motivation, and enjoyment. The majority of students in the experimental group expressed that they found the PBL method engaging and enjoyable. They appreciated the opportunity to work in groups, discuss historical problems, and apply their knowledge in a practical way. Many students felt more motivated to learn and believed they retained information better due to the hands-on nature of the PBL activities. In contrast, students in the control group were more neutral or negative about the traditional lecture-based lessons. While some students felt the lessons were informative, many expressed that they found them monotonous and less stimulating.

Feedback from the teacher was also collected through interviews. The teacher reported that the PBL method encouraged students to take a more active role in their learning. The teacher observed that students in the experimental group were more interested in the subject, asked more questions, and participated actively in discussions. However, the teacher also noted that managing the small groups and ensuring equal participation from all students was a challenge at times. While some students thrived in

the PBL environment, others needed additional support to stay engaged and contribute meaningfully to the discussions.

The overall analysis of the learning outcomes revealed significant differences between the two groups. The experimental group, which used the PBL method, demonstrated higher levels of understanding and retention of the material. The posttest scores, classroom observations, and student surveys all showed that the students in the experimental group were more engaged, motivated, and knowledgeable about Islamic History. On the other hand, the control group, which followed traditional lecture-based instruction, showed modest improvement but did not achieve the same level of academic performance or engagement as the experimental group. One of the key benefits of the PBL method is its emphasis on developing critical thinking and problem-solving skills. Students in the experimental group showed a greater ability to analyze historical problems, think critically about historical events, and work collaboratively to find solutions. In contrast, the control group focused more on memorizing facts and historical events, without the same level of critical analysis or application of knowledge. This highlights the importance of active learning strategies like PBL in fostering higher-order thinking skills.

The results of this study indicate that Problem-Based Learning is an effective teaching method for enhancing student learning outcomes in Islamic History. Students in the experimental group demonstrated higher levels of engagement, critical thinking, and academic performance compared to those in the control group. The PBL approach fostered a deeper understanding of the subject matter, encouraged collaboration, and improved students' ability to solve problems and think critically. Based on these findings, it is recommended that teachers consider adopting the PBL method in their classrooms, especially for subjects that require critical thinking and problem-solving skills. The success of the PBL model in this study suggests that it can be a valuable pedagogical tool in improving student learning experiences and outcomes. Future research could explore the long-term impact of PBL on student learning and examine its applicability in other subjects or educational contexts.

DISCUSSION

The results of this study highlight the positive impact of Problem-Based Learning (PBL) in enhancing student outcomes in Islamic History at MIS Nurul Iman Pilomonu. The study found that students who were taught using the PBL method demonstrated significantly higher levels of engagement, critical thinking, and academic achievement compared to those who were taught using traditional lecture-based methods. This section will discuss these findings in detail, exploring how the PBL approach contributed to better student performance, deeper learning, and the development of critical skills. In terms of student engagement and participation, the experimental group, which utilized PBL, displayed a much higher level of involvement in lessons. Observations indicated that students were actively engaged in group discussions, posed insightful questions, and worked together to address historical problems. This active participation is consistent with existing research on PBL, which suggests that this method encourages students to take ownership of their learning, leading to greater motivation and involvement compared to more passive traditional teaching methods.

The PBL method encourages a more dynamic and interactive classroom environment, in contrast to the more passive learning style associated with traditional lectures. Rather than simply listening to lectures and taking notes, students in the PBL group worked collaboratively, solving problems and discussing historical issues. This shift to active, hands-on learning made the subject matter more engaging and relevant to the students, fostering a stronger connection to the material.

Furthermore, the students in the experimental group showed significant improvements in critical thinking and problem-solving skills. The PBL method emphasizes

these abilities by requiring students to engage with complex problems, think critically, and collaborate to find solutions. In the experimental group, students demonstrated greater analytical abilities, evaluating historical events from multiple perspectives and applying their knowledge to solve real-world issues. These skills are particularly important in subjects like history, where understanding the cause and effect of events requires deep analysis.

In contrast, students in the control group, who received traditional instruction, focused primarily on memorizing facts and details. Although they were able to recall information, they lacked the same level of critical engagement or the ability to apply what they had learned in new situations. This suggests that the PBL method is more effective in fostering higher-order thinking, allowing students to develop a deeper understanding of the subject matter. Statistical analysis also supports the effectiveness of the PBL model in improving academic performance. The posttest scores of the experimental group showed a more significant increase compared to those in the control group. The experimental group improved by 22%, while the control group improved by 14%, which indicates that PBL led to a greater gain in knowledge and understanding. The statistical analysis confirmed that this difference was not due to chance, further validating the impact of PBL on student learning outcomes.

The success of the PBL model can be attributed to its emphasis on collaborative learning. In PBL, students work in small groups, engaging in discussions, sharing ideas, and solving problems together. This collaborative environment was evident in the experimental group, where students worked closely with their peers to explore historical topics. They discussed different perspectives, exchanged ideas, and built upon each other's knowledge. This cooperative learning environment fostered deeper engagement and allowed students to learn from one another, improving their overall understanding of the material. This collaborative learning environment contrasts with the control group, where students primarily learned individually. In the control group, discussions were limited, and students were more focused on listening to the teacher and taking notes. While some interaction occurred, it was not as frequent or as productive as the group-based activities in the experimental group. The lack of active collaboration in the control group likely limited the depth of learning and understanding compared to the more interactive environment of PBL.

In addition to classroom observations, student surveys were used to assess their perceptions of the learning process. The results showed that most students in the experimental group found the PBL method engaging and enjoyable. They appreciated the chance to work in groups, apply their knowledge, and engage in discussions that were directly related to real-world problems. These students felt that PBL helped them better understand the material and retain the information. On the other hand, students in the control group expressed more neutral or negative feelings toward the traditional lectures, with many finding them repetitive and less stimulating. The teacher's perspective also provided valuable insight into the benefits and challenges of using PBL. The teacher noted that the PBL method allowed for a more student-centered classroom, where students were encouraged to take responsibility for their own learning. The teacher observed that students in the experimental group showed more interest in the subject, asked more questions, and were more engaged in the learning process. However, the teacher also highlighted the challenges of managing small groups and ensuring that all students participated equally. Some students were more active, while others needed more support to stay engaged.

The feedback from both students and the teacher demonstrates that PBL is an effective method for increasing student engagement and enhancing learning outcomes. By fostering a more interactive and collaborative classroom environment, PBL encourages students to become more involved in their own learning. This not only improves their academic performance but also helps them develop critical thinking and problem-solving skills, which are essential for success both inside and outside the classroom.

Additionally, the surveys indicated that the majority of students in the experimental group found the PBL method more motivating and enjoyable compared to traditional lectures. They felt that working in groups and tackling real-world problems made the learning experience more relevant and interesting. In contrast, students in the control group felt that the traditional lecture-based format was less engaging and more monotonous. This further supports the idea that active learning methods, such as PBL, are more effective in maintaining student interest and motivation. The teacher's role in PBL is crucial, as they act as facilitators rather than primary knowledge providers. In this study, the teacher's role was to guide students through the problem-solving process, providing resources and support as needed. This shift from a traditional, lecture-based model to a more facilitative role is one of the key features of PBL that enhances student learning. However, as noted by the teacher, managing group dynamics and ensuring that all students participate equally can be a challenge. Some students may require additional support to engage fully in the PBL process, and teachers need to be prepared to address this issue.

While this study focused on short-term outcomes, it is important to consider the potential long-term effects of PBL on students. Research has shown that the skills developed through PBL, such as collaboration, critical thinking, and problem-solving, are valuable in many areas of life and can have lasting benefits. Future research could examine the long-term impact of PBL on students' academic performance and their ability to apply these skills in other contexts. The results of this study suggest that PBL not only improves student learning outcomes but also prepares students for success in the 21st century.

In conclusion, the findings of this study indicate that the Problem-Based Learning approach is highly effective in improving student learning outcomes in Islamic History. The experimental group showed greater engagement, critical thinking, and academic performance compared to the control group. PBL's emphasis on collaboration, problem-solving, and active participation contributed to these positive outcomes. While there are challenges in implementing PBL, such as managing group dynamics, the benefits of the method far outweigh the difficulties. These findings suggest that PBL is a valuable teaching strategy that can be used to enhance student learning across a variety of subjects. Further research is needed to explore the long-term impact of PBL and its potential for broader application in different educational settings.

CONCLUSION

The research conducted on the application of the Problem-Based Learning (PBL) model in Islamic History education at MIS Nurul Iman Pilomonu reveals significant improvements in student learning outcomes. This approach, which encourages students to actively engage in problem-solving and critical thinking, proves to be an effective method for enhancing the learning experience and academic performance of students. The PBL model facilitates students' understanding of historical events and concepts by immersing them in real-world problems related to Islamic history. This hands-on learning approach helps students make connections between theoretical knowledge and practical applications, making the learning process more relevant and meaningful. As a result, students become more motivated to learn and show a deeper understanding of the material. Incorporating PBL also promotes collaborative learning, where students work together to discuss and solve problems. This group dynamic fosters communication skills, teamwork, and social interaction, all of which are crucial for academic and personal development. The ability to collaborate in solving problems also encourages a sense of responsibility and ownership of their learning process. The use of the PBL model has shown a positive impact on students' critical thinking skills. By tackling complex historical problems, students are encouraged to analyze various perspectives, consider alternative solutions, and reflect on their own thinking processes. These cognitive skills not only contribute to better comprehension of Islamic history but also enhance students' overall intellectual growth. Furthermore, the

PBL model encourages the development of independent learning habits. Students are tasked with finding information, researching topics, and presenting their findings, which nurtures their ability to learn autonomously. This self-directed learning process is essential in fostering lifelong learning skills that will benefit students beyond their formal education. Teacher involvement in the PBL process is also a crucial factor. Teachers play the role of facilitators, guiding students through the problem-solving process while allowing them the freedom to explore and discover knowledge on their own. This shift from a traditional teacher-centered approach to a more student-centered learning environment enhances the quality of education and increases students' engagement in the classroom. Additionally, the application of PBL in Islamic History education has been found to improve students' retention of information. By engaging with historical content in a meaningful and active way, students are more likely to remember and apply what they have learned in future contexts. This long-term retention is particularly valuable in history education, where understanding historical events and their significance is key. In conclusion, the implementation of the Problem-Based Learning model in Islamic History education at MIS Nurul Iman Pilomonu has proven to be an effective strategy for improving student learning outcomes. By fostering critical thinking, collaboration, independent learning, and long-term retention, PBL contributes to a more engaging and impactful educational experience. This model has the potential to be a valuable tool for enhancing the quality of education in Islamic history and other subjects in the school.

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