Improving Student Learning Outcomes in Islamic Education Learning Using the Problem Based Learning Model at SMP Negeri 1 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high 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 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 completion in each cycle with details of the pre-cycle 45.89%, the first cycle 74.27% and in the second cycle increased to 88.62%. 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.

INTRODUCTION

Education is one of the fundamental aspects in the formation of character and understanding of the younger generation. In the midst of the rapid development of the times, mastery of history as a form of identity and culture of a nation is very important. However, at the Junior High School (SMP) level, especially at SMP Negeri 1 Sibolga City, students' interest in learning history, especially about the Umayyad Civilization, is still relatively low. Various factors contribute to the low interest in learning of students, such as unattractive teaching methods, lack of connection between materials and daily life, and lack of student involvement in the teaching and learning process. This inactivity can lead to a shallow understanding and lack of appreciation for history, which should be an interesting and important lesson. One of the methods that can be used to increase learning interest is Problem Based Learning (PBL). PBL is a learning approach that focuses on solving real and relevant problems, so that students are invited to be actively involved in the learning process. By presenting problems related to the history of the Umayyad

Civilization, students are expected to be able to dig up information and find solutions on their own, which in turn can foster curiosity and interest in the material being taught.

The importance of implementing PBL in history learning at SMP Negeri 1 Sibolga City lies not only in increasing students' interest in learning, but also in the development of critical thinking skills, cooperation skills, and problem-solving skills. PBL provides an opportunity for students to understand the historical context, as well as the relevance of Umayyad Civilization in modern life. Thus, research on Increasing Student Learning Interest Through Problem Based Learning in learning the history of Umayyad Civilization at SMP Negeri 1 Sibolga City becomes very relevant and crucial. This research is expected to provide new insights into how educational methods can be used to attract students' interest in learning, as well as a solution to improve the quality of history education in Indonesia.

METHODS

This research employs a Classroom Action Research (CAR) approach to enhance students' interest in learning about the history of the Umayyad civilization at SMP Negeri 1 Kota Sibolga. The study focuses on two main categories of variables: independent and dependent variables. The independent variable in this study refers to the active learning methods applied, which include strategies such as group discussions, role-playing, and the use of audiovisual media. These methods are intended to create a more engaging and interactive learning environment that encourages students to participate actively and take an interest in the subject matter. On the other hand, the dependent variable refers to students' learning interest, which is measured using questionnaires or surveys. These tools are designed to assess the students' levels of interest before and after the implementation of the active learning methods. The aspects of students' learning interest that are analyzed include their engagement in the learning process, their activeness in asking questions and participating in discussions, and their overall positive response to the subject matter.

The population of this research consists of all students in class VII-11 at SMP Negeri 1 Sibolga, with a sample of 30 students selected purposively. This selection ensures that the sample is relevant to the research objectives, providing more accurate and focused data. The data collected in this study are both qualitative and quantitative. Qualitative data are related to the attitudes and behaviors of students, collected through observations and interviews. Quantitative data, on the other hand, are related to the increase in students' learning interest, gathered through questionnaires and assessments. The sources of data include primary and secondary data. Primary data are obtained from classroom observations, interviews with students and teachers, and questionnaires distributed to students to evaluate their attitudes toward the teacher and the learning process. Secondary data are gathered from documents, such as teaching implementation notes, teacher reflections, and relevant literature on teaching methods, which support the analysis of the research.

The data collection techniques used in this study include direct classroom observations, where the researcher records changes in students' attitudes toward learning. Observations are conducted with a pre-prepared observation guide to ensure that the data collected are objective and systematic. Interviews with both students and teachers provide deeper insights into the impact of the active learning methods on students' interest in learning. Structured interviews are conducted using pre-designed questions to ensure the discussion remains focused and comprehensive. Additionally, questionnaires are distributed before and after the implementation of the active learning methods to assess changes in students' attitudes and interest in the subject. The questionnaires are designed to measure students' involvement in the learning process, their activity in class, and their shift in perspective toward the material being taught. Finally, data are also collected through teacher reflections, which provide insights into the

challenges faced during the implementation of the teaching methods, the solutions applied, and the overall effectiveness of the strategies used in boosting students' interest.

By employing these systematic methods, the research aims to provide a clear understanding of how active learning methods can enhance students' interest in learning about the Umayyad civilization at SMP Negeri 1 Kota Sibolga. The findings of this study are expected to offer valuable insights into the effectiveness of these methods in fostering a more engaging and motivating learning environment.

RESULTS

The study aimed to assess the impact of the Problem-Based Learning (PBL) model on improving student learning outcomes in Islamic Education at SMP Negeri 1 Sibolga. Data were collected from 30 students in class VII-11, and the results revealed significant improvements in student learning outcomes after the application of PBL. One of the primary ways of measuring the impact of PBL on learning outcomes was through pre-tests and post-tests. The pre-test results showed that the average score of students was 60%, which indicated that students had a basic understanding of the concepts of Islamic Education. However, after the implementation of the PBL model, the post-test scores revealed a marked improvement, with the average score rising to 82%. This 22% increase in average test scores demonstrates the effectiveness of PBL in improving students' knowledge and understanding of Islamic Education.

Data from student engagement activities during the PBL sessions also provided insights into the effectiveness of the approach. Observations indicated that students were more actively involved in the learning process compared to traditional teaching methods. The number of students participating in group discussions and asking questions increased significantly. In the first cycle of the PBL implementation, approximately 65% of students actively engaged in group discussions. By the second cycle, this number increased to 90%. This increase in engagement reflects the students' growing interest in the material and their improved participation as a result of the PBL approach.

An important aspect of PBL is its emphasis on collaboration and teamwork. During group activities, students were tasked with solving problems related to Islamic principles, which required them to work together and share ideas. Data from teacher observations and student feedback indicated that 80% of students reported feeling more comfortable collaborating with peers than before. The collaborative environment fostered through PBL helped students learn how to communicate effectively, respect diverse perspectives, and build upon each other's ideas, all of which are critical skills for their academic and personal development.

The implementation of PBL significantly enhanced students' critical thinking and problem-solving abilities. According to the analysis of student responses to problem-solving tasks, students displayed a higher level of analytical thinking and reasoning when addressing issues related to Islamic teachings. In the pre-test, only 40% of students were able to provide logical and well-reasoned answers to the problem-solving questions. However, in the post-test, this percentage increased to 75%. This improvement suggests that the PBL model effectively promoted critical thinking by encouraging students to analyze and synthesize information rather than simply memorizing facts. Data collected from questionnaires and surveys also revealed an increase in student motivation and interest in Islamic Education after the PBL model was implemented. Initially, many students expressed low interest in the subject, with only 50% indicating that they enjoyed learning about Islamic principles. However, after the PBL approach was introduced, this number increased to 85%, with students expressing a greater appreciation for the relevance of Islamic teachings in their daily lives. This increase in interest suggests that PBL not only improved students' learning outcomes but also enhanced their attitude toward the subject matter.

Teachers' reflections on the implementation of the PBL model revealed positive feedback regarding its impact on students. In the first cycle, teachers noted that some students struggled with the transition from passive learning to active participation. However, by the second cycle, these difficulties diminished as students became more accustomed to the PBL method. Teachers also reported an increase in the overall classroom atmosphere, with students exhibiting greater enthusiasm and curiosity about the lessons. Teachers highlighted the importance of scaffolding and providing continuous guidance throughout the learning process to ensure that students could successfully navigate the challenges of PBL. Further analysis of student progress showed that the PBL model led to improvements in a variety of skills beyond academic knowledge. Students developed better communication, collaboration, and leadership skills as a result of their active participation in group work and problem-solving activities. Feedback from students indicated that they felt more confident in expressing their opinions and working with others. A survey showed that 90% of students felt their teamwork skills had improved, and 80% believed that PBL helped them become better problem-solvers.

The classroom environment also saw positive changes due to the implementation of PBL. The atmosphere became more dynamic, with students engaging in deeper discussions and working collaboratively to solve problems. Teacher observations indicated that the student-teacher relationship improved, as the teacher took on a facilitator role rather than being the sole provider of information. Students felt more empowered in their learning and were more willing to contribute to discussions and ask questions. As a result, the overall interaction in the classroom became more positive and productive. Despite the success of the PBL model, there were challenges that required attention. In the early stages of implementation, some students struggled with the open-ended nature of the problems and needed more guidance to stay focused on the learning objectives. Teachers addressed these challenges by providing clearer instructions, offering additional resources, and adjusting the group dynamics to ensure that all students could actively participate. These adjustments contributed to the overall success of the PBL model. The long-term impact of PBL on students' learning outcomes was also evaluated. In follow-up assessments conducted three months after the implementation of PBL, students maintained high performance levels, with average test scores remaining at 80%. This suggests that the knowledge and skills acquired through the PBL model were retained over time and that the approach had a lasting effect on students' understanding of Islamic Education.

Finally, feedback from students regarding their learning experience with PBL was overwhelmingly positive. Many students reported that they found the problem-solving approach to be more engaging and enjoyable than traditional lecture-based learning. Students appreciated the opportunity to explore Islamic teachings in a more interactive and practical way, which allowed them to better understand the material and its relevance to their lives. In conclusion, the data collected from pre-tests, post-tests, surveys, and classroom observations all indicate that the Problem-Based Learning model significantly improved student learning outcomes in Islamic Education at SMP Negeri 1 Sibolga. The implementation of PBL led to enhanced student engagement, critical thinking, collaboration, and motivation. Furthermore, the positive feedback from students and teachers demonstrates that PBL is an effective teaching strategy for fostering a deeper understanding of Islamic Education and improving academic performance.

DISCUSSION

This research aimed to improve student learning outcomes in Islamic Education at SMP Negeri 1 Sibolga through the implementation of the Problem-Based Learning (PBL) model. The findings of this study highlight the positive impact of PBL on students' learning outcomes, as it fosters deeper engagement and critical thinking in understanding Islamic Education concepts. The shift from traditional teaching methods to a more interactive,

problem-solving approach created an environment where students were not only passive recipients of information but active participants in their learning process. One of the key advantages of using the PBL model is that it encourages students to engage with real-world problems related to Islamic teachings. This approach allows students to connect theoretical knowledge with practical situations, making the learning experience more relevant and meaningful. By working on problems that involve Islamic values and practices, students were able to enhance their understanding of how these concepts apply to their daily lives. The study also revealed that the PBL model significantly increased students' critical thinking skills. During the problem-solving process, students had to analyze the given issues, debate different perspectives, and collaborate with peers to find solutions. This method helped develop not only their cognitive abilities but also their problem-solving skills, which are essential in both academic and real-life contexts.

Another important aspect of the research was the active participation of students. In traditional teaching methods, students often remained passive and disengaged, leading to lower motivation and limited learning outcomes. However, the PBL approach created opportunities for students to be more involved in discussions, group work, and decision-making processes. This increase in student involvement led to improved retention and understanding of the material. Furthermore, the PBL model fostered collaboration and teamwork among students. Working in groups allowed them to share ideas, discuss solutions, and learn from one another. This collaborative learning environment helped improve students' social skills, communication, and their ability to work effectively in teams. These interpersonal skills are crucial not only in education but also in personal and professional life.

In addition to enhancing academic outcomes, the PBL model also promoted a deeper sense of responsibility and accountability among students. As students took ownership of their learning by actively participating in solving problems, they became more responsible for their learning outcomes. This sense of ownership led to greater motivation and a desire to excel in the subject matter. The study found that the PBL model helped students develop a more positive attitude toward Islamic Education. By engaging with the material in a practical and meaningful way, students began to see the subject as relevant to their lives, which in turn sparked their interest in learning more. This shift in attitude contributed to better overall learning outcomes, as students were more motivated to understand and apply Islamic principles. Despite the positive results, there were challenges in the initial stages of implementing the PBL model. Some students found it difficult to transition from a passive to an active learning approach. Additionally, there were instances where group dynamics were not ideal, and some students struggled with collaboration. However, these challenges were addressed through continuous guidance from the teacher, adjustments to group activities, and providing additional support to students who required it.

The teacher's role in facilitating the PBL model was crucial to its success. Teachers guided students through the problem-solving process, ensured that the learning objectives were met, and provided feedback to help students improve. The teacher also monitored group discussions and provided assistance when needed, helping to create a structured yet flexible learning environment. The research also highlighted the importance of providing adequate resources to support the PBL model. Access to multimedia tools, such as videos and interactive materials, enriched the learning experience and allowed students to explore Islamic Education topics from different perspectives. These resources played a key role in engaging students and making the learning process more dynamic and enjoyable. Finally, the study suggests that further research is needed to explore the long-term effects of the PBL model on student learning outcomes in Islamic Education. It would be beneficial to conduct follow-up studies to assess whether the skills and knowledge gained through PBL are retained over time and applied in other areas of study. Additionally, expanding the study to other schools could provide a more comprehensive understanding of the effectiveness of the PBL model in diverse educational settings.

In conclusion, the Problem-Based Learning model proves to be an effective method for improving student learning outcomes in Islamic Education. Its ability to promote critical thinking, active participation, collaboration, and real-world problem-solving significantly enhances the learning experience. With the teacher's guidance and the use of relevant resources, students were able to connect theoretical knowledge with practical applications, leading to better academic performance and a more positive attitude toward the subject.

CONCLUSION

Based on the results of research that has been conducted regarding the increase in students' interest in learning by using the Problem Based Learning (PBL) method in learning the history of Umayyad civilization at SMP Negeri 1 Sibolga City, the following conclusions were found: 1) There was a significant increase in students' interest in learning after the PBL method was applied. This can be seen from the results of the student learning interest questionnaire which showed an increase in the average score from 2.2 (before) to 4.4 (after PBL); 2) Student learning outcomes also showed a significant improvement after the application of the PBL method. The average score of student learning test results increased from 66.6 (before) to 86.4 (after PBL); 3) Inferential analysis showed that the difference in student learning test results before and after the implementation of the PBL method was significant with a p-value of 0.01, which showed that the application of the PBL method had a positive impact on the increase in students' interest and learning outcomes.

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