Efforts to Improve Student Learning Outcomes Using the Problem Based Learning Model in High School Students

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the problem based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 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 the problem based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Education is one of the most important things in life, namely a human effort to develop their potential through the learning process so that they can create a better life (Widana, et al., 2020). From this understanding, it can be concluded that education is the main factor in the formation of a better quality of life. Learning takes place as a process of mutual influence between teachers and students. Good learning allows students to interact optimally between students and students, students and teachers and students with their environment. Learning is said to be successful and quality if all or at least most of the students are actively engaged, both physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-belief, as well as showing good achievements. Teachers' efforts in developing students' learning skills are very important, because students' learning activity is a determinant of the success of the learning carried out.

Setyowati and Widana (2016) stated that teachers as the spearhead in education management have the task and responsibility to manage effective, dynamic, efficient, and

positive teaching, which is characterized by awareness and active involvement between two teaching subjects, namely, (1) teachers as the initial initiators and guides and supervisors and; (2) students who experience and are actively involved in obtaining self-change in teaching. The teacher's job as a facilitator and supervisor is to provide assistance and direction. When students find problems in completing assignments, in addition to interacting with teachers, students can also ask questions and discuss with other students (Ekayanti, 2020). Enthusiasm in learning is not only students who are active in learning but on the other hand, teachers also organize conditions that can activate students in learning. Therefore, one of the efforts that teachers can make is to plan and use a learning model that can co-condition students to learn actively.

Based on Permendikbud No. 65 of 2013, the learning process is held in an interactive, inspiring, fun, and motivating way for students to be able to participate actively. Islamic Religious Education as one of the subjects is designated as one of the subjects that requires maximum student involvement. In addition, student learning outcomes in the field of Islamic Religious Education need to be taken into consideration to see how far the ability of students is. In Islamic Religious Education learning, students tend to have difficulty learning Islamic Religious Education materials that are complex in nature and use a lot of students' critical thinking analysis in solving problems. One of the indicators of learning difficulties in students is the low learning outcomes obtained by students. The learning purpose of Islamic Religious Education is not only to provide opportunities for students to learn about facts and theories, but also to develop scientific habits and attitudes to discover and renew their practice and reasoning abilities in order to construct their knowledge and understanding. For this reason, teachers should be creative in developing activities that can encourage students to build their knowledge and understanding. One of the efforts to create a good learning system is by using the right learning model. The use of learning approaches must be in accordance with the learning objectives.

Islamic Religious Education learning plays a very important role in shaping the character and personality of students in Senior High School. At this level, students are in the adolescent phase which is full of challenges, both in terms of academics, socially, and morally. Therefore, Islamic Religious Education serves as the main guideline in helping them understand Islamic values that can be applied in everyday life. One of the main reasons why Islamic Religious Education is important is to shape students' morals and ethics. In a modern world full of negative influences, such as promiscuity, misuse of technology, and the decline in ethical values, religious education is a fortress that can keep students on the right track. By understanding Islamic teachings, they can develop polite, honest, disciplined, and responsible attitudes. Islamic Religious Education also plays a role in building students' spiritual awareness. During adolescence, questions often arise about the meaning of life, the purpose of human existence, and the concept of happiness. Through religious learning, students will understand that this life has a greater purpose, namely to worship Allah SWT and become human beings who are useful to others. This awareness will help them face various challenges in life more wisely and calmly. In addition, religious education also helps students deal with social and psychological pressures. Academic pressure, parental expectations, and environmental influences often cause stress and anxiety in adolescents. By understanding Islamic values, such as patience, sincerity, and tawakal, they can better manage their emotions and the pressures they face.

Islamic Religious Education learning also provides a deep understanding of worship in Islam. Students not only learn the theory of prayer, fasting, zakat, and other worship, but also understand the meaning and wisdom behind the worship. With a good understanding, they will carry out worship with full awareness, not only as a routine, but as a form of devotion to Allah SWT. In addition to teaching about worship, Islamic Religious Education also teaches about social relations in Islam. Students are taught to respect parents, teachers, friends, and society in general. The concept of ukhuwah Islamiyah (Islamic brotherhood) is also introduced so that they can live in a harmonious

environment, respect each other, and help each other. This is very important in forming a good personality and making them individuals who are useful to their environment. Religious education also plays a role in guiding students to have an Islamic mindset in dealing with advances in technology and information. In this digital era, a lot of information can be easily accessed, including misleading information. With a good understanding of religion, students will be more selective in filtering information and using it for positive and beneficial things. In addition, Islamic Religious Education learning also trains students to think critically and analytically about various social phenomena. They are invited to understand contemporary issues, such as social justice, the environment, and business ethics from an Islamic perspective. Thus, they not only become religious individuals but also have broad insights into various aspects of life.

Islamic Religious Education also contributes to instilling an attitude of responsibility towards themselves and society. Students are taught that every individual has a role and obligation in life, whether as a child, student, or member of society. This understanding will help them to be more responsible for their duties and obligations in everyday life. In addition, religious learning also helps students develop emotional intelligence. In Islam, they are taught how to control anger, be patient, and maintain good relationships with others. These abilities are very important to help them build healthy and harmonious relationships with others.

Religious education also plays a role in building leadership character in students. The concept of leadership in Islam does not only talk about how to lead others, but also how to lead oneself to always be in goodness. By understanding the values of leadership in Islam, students will be more confident and have the initiative to do positive things in the school environment and society. In addition, Islamic Religious Education also provides an understanding of the importance of working hard and being disciplined in achieving success. Islam teaches that success must be achieved through lawful efforts and through the right process. This concept is very relevant for high school students who are preparing for their academic and professional future. Religious education also serves as a guide in building healthy relationships between men and women. In Islam, there are clear rules regarding the boundaries of socializing so as not to fall into negative things. By understanding Islamic teachings, students can protect themselves from deviant socializing and focus more on more useful things. In addition, learning Islamic Religious Education also provides an understanding of the importance of protecting the environment. Islam teaches that humans are caliphs on earth who are responsible for maintaining the balance of nature. By understanding this concept, students will care more about the environment and play an active role in preserving nature.

Islamic Religious Education also instills an attitude of caring and empathy towards others. In Islam, it is taught the importance of sharing and helping those in need. Students who have a good understanding of religion will be more sensitive to the social conditions around them and are encouraged to do good, such as giving alms, helping friends in trouble, and contributing to social activities. In addition, religious education also provides a moral foundation in making decisions. In everyday life, students will be faced with various choices that can affect their future. By understanding the principles of Islam, they will be wiser in making decisions that are in accordance with the values of goodness and truth.

Islamic Religious Education also plays a role in forming a positive and optimistic mindset in facing life. In Islam, it is taught that every difficulty must be eased and that every effort made with good intentions will also be rewarded well. This understanding will help students to remain optimistic and not give up easily in facing challenges. Religious education is also a means to strengthen the relationship between humans and Allah SWT. By having a good understanding of religion, students will be closer to God and feel that every step in their lives is always under His supervision and guidance. This will provide inner peace and help them live their lives better.

Overall, Islamic Religious Education learning is very important for high school students because it plays a role in forming positive morals, character, and mindsets. With a strong understanding of religion, they will not only become academically intelligent individuals, but also have good morals, positive social attitudes, and readiness to face life's challenges with full confidence. Therefore, Islamic Religious Education must be taught in an interesting and applicable way so that it can be truly applied in everyday life. With the various benefits that have been explained, it cannot be denied that Islamic Religious Education has a very large role in forming a young generation that is noble, responsible, and has broad insight. Therefore, schools and teachers must continue to develop innovative teaching methods so that Islamic Religious Education can become a subject that is liked and applied by students in everyday life.

From the results of observations on islamic education learning in class X E SMA N 1 Sutera, the learning outcomes of students for Islamic Religious Education lessons are still not satisfactory, where the average score of students is still below the standard of achievement of learning objectives. In the learning process of Islamic Religious Education, students tend to be passive so that they are used to lectures or explanations from teachers. When learning activities take place, most students do not have the courage to ask questions or ask opinions to teachers about lessons that are difficult to understand or that are not understood. Based on these problems, it is necessary to make efforts to approach learning that involves students to learn actively, one of which is using the Problem Based Learning learning model. The Probelm Based Learning learning model is a problem-driven learning model, which encourages students to learn and work cooperatively in groups to get solutions, think critically and analytically, and be able to determine and use appropriate learning resources. The Problem based learning method is a way of learning by exposing students to a problem to be solved or solved conceptually an open problem in learning. Based on the above problems, the researcher is interested in conducting a classroom action research with the title "Efforts to Improve the Learning Outcomes of Islamic Religious Education for Students Using the Learning Model.

METHODS

This study uses a type of Classroom Action Research or also known as Classroom Action Research with the aim of improving teacher performance in the learning process so that there is an increase in student learning outcomes. The stages of Classroom Action Research can be seen as follows: Planning, Action, Observation, and Reflection. The procedure of Classroom Action Research is as follows.

This research was carried out at SMA Negeri 2 Sutera XI Tarusan, Class XI with the subject in class XI with a total of 24 students in the 2024/2025 school year. The data collection technique in this study is using tests, observations and documentation. The data analysis technique uses descriptive statistical analysis that presents research data through tables to describe the completeness of student learning outcomes. Data was obtained from the results of formative tests in cycles I and II. The material to be studied is "Maintaining Honor, Sincerity, Shame and Zuhud" with a KKM score of 76% for those who complete.

RESULTS

The type of research carried out is classroom action research. The action given is in the form of the application of the Problem Based Learning learning model in class X E 10 SMA N 1 Sutera. Students in class X E 10 SMA N 1 Sutera who are registered in the odd semester of the 2024/2025 Academic Year, which is 34 people. The reason for choosing this class as the subject of research is because the implementation of learning in the class still encounters several obstacles and problems. Hopefully with the implementation of this research, it is hoped that the problems in the class being researched can be resolved. Data were obtained from the researcher himself and students of class X E 10 SMA N 1 Sutera in

learning Islamic Religious Education. The data of this study is in the form of observation results and test results of each improvement action in Islamic Religious Education using the Problem Based Learning learning model in Islamic Religious Education class students. The data is about matters related to planning, implementation, and learning outcomes. The data of this study was collected using field records, observations, and tests.

The data obtained in the study was analyzed using a qualitative data analysis model. According to Miles and Huberman (in Ritawati, 2006:78), it is a data analysis that begins by analyzing the data from the time the data is collected until all the data is collected. For learning outcomes, quantitative data analysis is used to analyze data obtained from student evaluation scores in each cycle. The data is reduced based on the problem being studied, followed by the presentation of data and finally conclusions. Such an analysis stage is carried out

Repeat until the data is collected. Data analysis is carried out on data that has been reduced, both planning, implementation, and evaluation data. Data analysis was carried out in a separate way. This is intended so that a variety of specific information can be found and focused on various information that supports learning and that hinders learning. Thus, the development and improvement of various shortcomings can be carried out right on the relevant aspects.

The results of this study, in addition to being in the form of stories, are also in the form of numbers and numbers. So, in data management, quantitative data analysis is also used. This quantitative data analysis was carried out on the learning outcomes of students using a percentage approach. The implementation of this classroom action research is expected to overcome problems that have often arisen in Islamic Religious Education learning. The indicators of the success of the action are seen based on, 1) There is an increase in student learning outcomes. The achievement of the criteria for achieving learning objectives, student learning outcomes, which are in the form of test scores at the end of the cycle, has reached an average of ≥75 and classically, the achievement of learning objectives of students in the class has reached at least 80%, students get a score of ≥75; 2) There is an increase in positive interactions between fellow students and between students and teachers in learning Islamic Religious Education using the PBL learning model; 3) There is an increase in teacher and student activities from low to better in chemistry learning using the PBL learning model. The implementation of classroom action research can be divided into four stages, namely the action planning stage, the action implementation stage, the observation stage, and the reflection stage.

DISCUSSION

Efforts to improve students' learning outcomes in the material of staying away from promiscuity and adultery can be done using the Problem Based Learning learning model. PBL provides students with the opportunity to think critically and actively in solving real problems that are relevant to their lives. In the context of this material, teachers can present social cases related to the impact of promiscuity and adultery, both in the lives of adolescents and in society in general. For example, teachers can begin learning by providing a situation about the negative consequences of promiscuity and adultery that can affect an individual's health, psychology, and future. Through problem based learning, students not only receive information passively, but are actively involved in discussing and formulating solutions to avoid promiscuity, so that learning becomes more meaningful and applicable in their lives. In problem based learning, students are divided into groups to analyze the problems presented and find the right solutions based on the data and information they get. Teachers can provide guidance for conducting research related to promiscuity, social impacts, and religious aspects that prohibit adultery.

Students are given the opportunity to explore their understanding of the dangers of promiscuity through group discussions, debates, and presentations of research results. This will increase their awareness of the importance of protecting themselves from

negative behaviors and help them understand the consequences of such actions in the long run. Learning through group discussions allows students to exchange opinions with each other and reinforce their understanding of how they can stay away from adverse behaviors.

In addition, the application of problem based learning in this material also provides opportunities for students to practice critical thinking skills and appropriate decision-making. By looking at the problem of promiscuity and adultery from various perspectives, students can realize the importance of self-control and choose a better way of life. Through discussion and analysis of problems, they will better understand the importance of moral and ethical values taught in religion as well as the consequences arising from wrong associations. PBL invites students not only to know, but also to feel how important it is to stay away from promiscuity and adultery for a better future for them. Thus, this learning model can be an effective tool in equipping students with the knowledge and skills needed to avoid negative behaviors in their daily lives.

CONCLUSION

In conclusion, the application of the Problem Based Learning (PBL) learning model in the material of avoiding promiscuity and adultery can significantly improve student learning outcomes. With the PBL approach, students are given the opportunity to be actively involved in analysis and problem-solving that are relevant to their lives, so that their understanding of the dangers of promiscuity becomes deeper and more applicable. In addition, this model trains critical thinking skills, decision-making, as well as the ability to work together in groups, which can help students make better life choices and protect themselves from harmful acts. PBL also allows students to understand the social, psychological, and religious consequences of promiscuity and adultery, as well as reinforce their commitment to staying away from it. Thus, PBL not only improves academic understanding, but also educates students to become more responsible and ethical individuals.

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