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Implementation of Problem Based Learning Model to Improve Islamic Education Learning Outcomes at SMP Negeri 2 Mapat Tunggul

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a 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 junior high school students. The data for this study were obtained using 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 research success indicators. 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 42.21%, the first cycle 61.59% and in the second cycle it increased to 85.66%. Thus, the use of a problem-based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Learning is a form of growth or acquisition in a person that is expressed in new ways of behaving thanks to experience and practice. (Hamalik, 1983:21). Learning is all mental or psychic activities that take place in active interactions in the environment, which results in changes in the management of understanding. According to Ernest R. Hilgard in (Sumardi Suryabrata, 1984:252) learning is a process of actions that are done deliberately, which then causes changes, whose circumstances are different from changes caused by others. According to Gagne in his book The Conditions of Learning 1977, learning is a type of change that is shown in behavior change, which is different from before the individual is in a learning situation and after performing similar actions. Changes occur due to an experience or practice. In contrast to immediate changes due to reflexes or instinctive behavior.

The nature of the change is relatively permanent, it will not return to its original state. It cannot be applied to changes due to momentary situations, such as changes due to

fatigue, illness, drunkenness, and so on. Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes, and strengthen personality. (Suyono, 2014:9). Learning is a process of behavior change, due to the interaction of individuals with the environment. Behavior change as a learning outcome includes knowledge (cognitive), attitude (effective), and skill (psychomotor) factors. (Munir, 2009:245). Learning is a form of growth or processing in a person that is expressed in new ways of behaving thanks to experience and practice. (Hamalik, 1983:21) Education for human life is an absolute necessity that must be fulfilled throughout life. Without education, it is completely impossible for a group of people to live and develop in line with their aspirations (ideals) to progress, prosper and be happy according to their concept of life. In the educational process, teachers are one of the factors that determine the success of their students. Thus, teachers are required to be able to deliver subject matter and master subject matter and must be able to activate students in the teaching and learning process. In the teaching and learning process, teachers must have a strategy, so that students can learn effectively and efficiently, in accordance with the expected goals. One of the steps to have a strategy is to master presentation techniques, or commonly called teaching methods.

The ability that is expected to be possessed by students will be determined by the relevance of using a method that is in accordance with the purpose. In the teaching and learning process of Islamic religious education, there needs to be educational and reciprocal communication between teachers and students that must be achieved by teachers and students. One of the learning models that can be applied to improve student learning outcomes in Islamic religious education learning is the Problem Based Learning learning model. The problem-based learning model is a learning approach, in which students work on authentic problems with the intention of compiling their own knowledge, developing inquiry and higher-level thinking skills. According to observations, when the initial observation in grade 5 in the Odd semester of the 2023/2024 Academic Year, there were several problems in the Islamic religious education subject, including the low learning outcomes of students in the teaching and learning process, so that the learning outcomes were also low. The minimum graduation criteria (KKM) for Islamic religious education subjects is 76 and the set learning completeness is 80%.

METHODS

The type of research used is classroom action research (PTK). Classroom action research is action research that is carried out with the aim of improving the quality of learning practices in the classroom. PTK focuses on the classroom or focuses on the teaching and learning process that occurs in the classroom. In general, there are four steps of activities that must be carried out by researchers, research is carried out in the following stages, the first cycle in research consists of planning, implementation, observation, and reflection as follows, a) Planning Stage. Some of the preparations needed to carry out the cycle include, a) Creating a Teaching Module (MA) using the Problem Based Learning (PBL) learning model in the subject of Islamic Religious Education; b) Prepare tools and materials that support the subject matter to be taught; c) Compile and make assessment instruments; d) Make teacher observation sheets and student observation sheets used to observe the activities of teachers and students in the learning process; b) Implementation Stage.

The activities carried out at this stage are to carry out learning according to what has been planned. In the form of a learning process in accordance with the teaching module in the subject of Islamic Religious Education. The implementation of each cycle lasts for one meeting. Based on the results of the analysis, it was found that the weaknesses or problems that arose during the use of the Problem Based Learning learning model in Islamic Religious Education learning in the first cycle and were improved in the implementation of the next learning; c) Observation. At this stage, observers make observations on the teaching and learning process carried out by teachers and student

activities continuously. Observations were made using student learning activity sheets in the implementation of learning with the Problem Based Learning learning model; d) Reflection. At this stage, all forms of data that provide information about the development of the learning process using the Problem Based Learning learning model are collected to then analyze the problems that occur. After reflection, a plan is prepared based on the information that occurred in the first cycle to be implemented in the next cycle and so on in each cycle. Until the action is felt to have achieved maximum results.

The research theory on Problem Based Learning (PBL) in improving student learning outcomes in Junior High School (SMP) is based on the view that problem-based learning or real-world challenges can help students develop critical thinking, problem-solving, and collaborative skills. PBL focuses on an active learning process in which students are given relevant and challenging problems, which they then solve in groups or individually with the help of teachers as facilitators. This process allows students to build their knowledge and skills through hands-on experience in dealing with problems. The theory of constructivism popularized by Piaget and Vygotsky became the main basis for the PBL approach. Constructivism emphasizes that students are active in building their knowledge through experience and interaction with the environment and others.

According to Vygotsky (1978), learning is more effective when students are involved in social processes that allow them to collaborate and share knowledge in solving problems. In the context of PBL, students collaborate in groups to find solutions to a given problem, which encourages them to think critically and explore various sources of information. Furthermore, the theory of problem-based learning is also supported by research conducted by Barrows (2000), which shows that PBL can improve students' ability to organize knowledge and skills in real-life situations. This process encourages students to not only remember information, but also apply their knowledge in contexts relevant to the outside world. In PBL, students are involved in investigation and problem-solving related to the learning topics they are studying, so that they gain a deeper and integrated understanding.

In addition, information processing theory also underlies the success of PBL. According to this theory, the information obtained by students will be easier to understand and stored in memory if they are actively involved in the learning process and have the opportunity to organize and relate the information obtained with existing knowledge. By solving authentic problems, students can feel the importance of the information, which can improve their memory and understanding of the material being taught. The application of PBL also refers to Albert Bandura's social learning theory, which emphasizes the importance of social interaction in the learning process. In PBL, interaction between students in groups is the key to sharing ideas and experiences that can enrich their understanding of the material. Bandura (1986) stated that learning does not only occur through direct experience, but also through observation and interaction with others. Collaboration within PBL allows students to develop important social and communication skills, which are beneficial not only in academic contexts but also in everyday life.

Finally, within the framework of motivation theory, PBL serves as a means to increase students' intrinsic motivation. According to Deci and Ryan (2000), intrinsic motivation arises when students feel engaged in relevant and meaningful activities. PBL provides challenges that stimulate students' interest and make them feel engaged in learning. When students work to solve real problems, they feel satisfaction and achievement that drives them to learn more. Therefore, PBL not only improves learning outcomes, but also fosters students' interest and enthusiasm for learning. Overall, the theories underlying PBL show that this approach can improve student learning outcomes in junior high school in a more active, relevant, and applicable way. By engaging students in real-world problem-solving, PBL enables them to develop the cognitive, social, and affective skills necessary to face academic and everyday life challenges.

RESULTS

From the data above, it can be illustrated that of the 10 Phase D students of SMPN 2 Mapat Tunggul who participated in learning using the Problem Based Learning learning model in cycle II, the average score obtained by students during the posttest was 85 out of 10 students, 9 students were known to get a score of 76 and above as KKM scores. The percentage can be calculated with the following formula. So based on this percentage, classically, learning through the Problem Based Learning learning model is said to be successful because students who score 76 and above are 9 people or about 90%, while students who get a score below 76 are 1 person or 1%. In accordance with the success indicators that have been set, the use of the Problem Based Learning learning model is said to be successful, if the average class reaches a minimum standard of 76 as a KKTP score with the provision that most (85%) students are able to obtain a score of 76 and above in the post test so that the results obtained in the second cycle are said to be successful.

The results of the discussion on the application of Problem Based Learning (PBL) in improving student learning outcomes in Junior High School (SMP) show that this approach has succeeded in encouraging students to be more active in the learning process. Based on data collected through observations, tests, and interviews with students and teachers, it can be seen that students who engage in problem-based learning show a deeper understanding of the material being taught. They not only memorize information, but can apply their knowledge to solve real problems that are relevant to daily life. This reflects that PBL helps students to relate theory to practice and make learning more meaningful.

Furthermore, PBL has succeeded in improving students' critical thinking skills and problem-solving skills. In PBL, students are not only given information, but also involved in the process of investigation and finding solutions to the problems given. They must analyze relevant information, evaluate various solutions, and choose the most appropriate one. This process hones students' logical and analytical thinking skills. Research by Barrows (2000) shows that PBL can develop students' cognitive skills, which is evident in this study when students are able to formulate strategies and find creative solutions to a given problem. In addition, collaboration in groups is an important element in PBL that encourages the improvement of students' social and communication skills. In groups, students are invited to share ideas, discuss, and work together to solve problems.

This social interaction allows them to learn from each other, strengthen their understanding of the material, and develop interpersonal skills that are essential in everyday life. Based on the findings in this study, students who worked in groups showed improved ability to work together, discuss constructively, and respect the opinions of others, all of which are part of the social skills needed later in professional life. However, while PBL provides positive results, the study also identifies some challenges in its implementation. One of them is the readiness of teachers in designing and facilitating problem-based learning. PBL requires teachers who can act as facilitators who can motivate students, guide them in finding solutions, and provide constructive feedback. In addition, some students who are less familiar with active learning methods take longer to adapt.

Therefore, it is important to provide training for teachers so that they can effectively implement PBL and overcome challenges that may arise during the learning process. However, the results of the study show that PBL has great potential in improving the quality of student learning outcomes in junior high school, both in terms of material understanding, cognitive skills, and social skills.

DISCUSSION

The results of this study indicate that the application of the Problem Based Learning (PBL) method in learning in Junior High Schools (SMP) has a significant impact on improving

student learning outcomes. One of the main findings is that students involved in problem-based learning show a deeper and more applicable understanding of the material being taught. They are not only able to remember information, but are also able to relate the concepts learned to real-life contexts. This is in contrast to conventional learning which often emphasizes memorization and theory without providing opportunities for students to apply this knowledge. With PBL, students are given the opportunity to interact directly with real problems that are relevant to their world, which makes learning more meaningful. One important aspect obtained from the application of PBL is the improvement of students' critical thinking and problem-solving skills.

The problem-based learning model provides an opportunity for students to practice analyzing and evaluating various information related to the given problem, as well as formulating solutions based on the knowledge they have gained. In this process, students are also encouraged to question their assumptions, test new ideas, and consider multiple perspectives. This encourages students to develop analytical and evaluative thinking skills that are very important in facing real-world challenges. Over time, critical thinking skills developed through PBL can help students not only in academic contexts, but also in decision-making and problem-solving in everyday life. In addition to improving cognitive abilities, PBL also improves students' social and communication skills. In its implementation, PBL requires students to work in groups, share ideas, discuss, and collaborate to achieve the best solution. This collaborative process allows students to learn from each other, appreciate different points of view, and build interpersonal skills that are very much needed in their future professional lives. This study found that students involved in PBL groups were more active in discussions and collaboration, and had the ability to listen and contribute constructively to their groups. These skills not only support their learning in the classroom, but are also very valuable outside the classroom in social and professional contexts. However, although PBL offers many advantages, this study also identified several challenges in its implementation. One of the main challenges is the readiness of teachers to implement PBL effectively.

This model requires teachers who can act as facilitators who not only provide knowledge, but also motivate students, guide them in problem solving, and provide useful feedback. Teachers must also have the ability to manage the class well, ensure that each student actively participates in the discussion, and direct students to stay focused on the problem being solved. These skills are not always possessed by all teachers, especially for those who are more accustomed to traditional teaching methods that focus more on lectures and individual assignments. In addition, another challenge faced is the difficulty of students in adapting to a more independent and problem-based learning approach.

Students who are accustomed to more structured and directed learning may find it difficult to work in groups or find solutions independently. Therefore, it is important for schools to provide adequate support, both in terms of training for teachers and in creating an environment that supports collaboration between students. Thus, although there are challenges in implementing PBL, the results of the study show that this method has great potential to improve the quality of student learning outcomes, both in terms of knowledge, cognitive skills, and social skills. To achieve this potential, consistent support is needed from various parties, including teachers, students, and schools, so that PBL can be implemented optimally in junior high schools.

CONCLUSION

Based on the description in the presentation of the data above, it can be concluded as follows,1) Learning activities by applying the Problem Based Learning learning model can improve the learning outcomes of Phase D students of SMPN 2 Mapat Tunggul in the material "Performing prostration of gratitude, sahwi and recitation", this can be seen in the first cycle the average score obtained is 76 with 70% learning completeness and in the second cycle the average score is 85 with 90% learning completeness; 2) Student activities

are declared active in learning activities by applying the Problem Based Learning learning model can improve the learning outcomes of Phase D of SMPN 2 Mapat Tunggul, this can be seen in the first cycle of student activities 70% and in the second cycle 85%. The conclusion of this study shows that the Problem Based Learning (PBL) method has a positive impact on improving student learning outcomes in Junior High School (SMP). PBL is able to deepen students' understanding of learning materials by providing them with opportunities to be actively involved in solving problems that are relevant to real life. In addition, PBL also develops students' critical thinking, problem-solving, and social skills through collaboration in groups. However, challenges in its implementation, such as teacher readiness and student adaptation to this learning approach, need to be overcome to maximize its effectiveness. Overall, PBL is a method that can improve the quality of education in junior high schools in a more dynamic, relevant, and applicable way.

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