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Implementation of Problem Based Learning Model Improves Islamic Religious Education Learning Outcomes at SMP Satu Atap Simamonen

Abror ✉, SMP Satu Atap Simamonen, Indonesia

✉ abrarlubis1981@gmail.com

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 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 44.51%, the first cycle 62.19% and in the second cycle increased to 89.36%. Thus, the use of problem-based learning models can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, 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 learning completeness set is 80%. Meanwhile, from the observation results, the completeness of classroom learning has not reached 70%, which means that it does not show the completeness of learning in the classroom as set by the school. It is predicted that it is possible because students lack mastery of the concepts of the material that have been learned or lack of student understanding of the material that has been taught and students are lazy to take note of important concepts that have been explained and also the learning process so far also tends to be carried out with conventional learning, or the lecture model, which is a learning process that begins with an explanation of the subject matter by the teacher related to the concept, sample questions, and practice questions done by students. Students are given the opportunity to ask questions after the presentation of the material by the teacher or before the teacher continues the next explanation of the material. The dominance of teachers in lecture model learning where the teacher acts as a single information conveyor with students as the listener, results in students becoming passive and only waiting for what will be given by the teacher. As a result, if this is allowed to continue, it will cause a negative impact on students, namely a lack of critical thinking skills and students are not motivated to learn so that students get bored quickly and the material provided is easily forgotten.

In fact, the purpose of the teaching and learning process is ideally so that the material learned is fully mastered by students and students can look active, creative, innovative, scientific and fun during learning. Based on these circumstances, it is chosen from various learning models, namely the Problem Based Learning model. Problem Based Learning (PBL) is a problem-based model as an improvement in critical thinking in Islamic religious education subjects for the 2024/2025 Academic Year. Because the learning

model is problem-based, the learning strategy is centered on students by providing problems that are in accordance with the learning topic.

From this explanation, the researcher is interested in conducting a classroom action research with the title "Application of PBL Learning Model to Improve Islamic Religious Education Learning Outcomes at SMP Satu Asamanen. From the above problems, several problems can be identified, including low learning outcomes in Islamic religious education subjects. It is predicted that it is likely because students lack mastery of material concepts that have been learned or the student's lack of understanding of the material that has been taught. The learning process of Islamic religious education has tended to be carried out with conventional learning, namely the lecture model. So that students are less active in the learning process. Repeated delivery of material also makes students feel bored quickly, which results in students engaging in negative activities such as: not paying attention to what the teacher is saying, sleeping, or even chatting with friends. In order for the discussion to be directed and more focused on the main problem, it is necessary to limit the problem.

Because it is impossible for researchers to study all of them at the same time considering that the ability and knowledge possessed by researchers are still very limited. Therefore, classroom action research is limited to the discussion to Improve Student Learning Outcomes Using the Problem Based Learning Learning Model in Phase D Students for the 2024/2025 Academic Year. Based on the description of the background of the problem above, the following problems can be formulated; First, can using the Problem Based Learning learning model improve student learning outcomes in PAI subjects for Phase D students for the 2024/2025 school year? second, how much will the improvement of student learning outcomes by applying the Problem Based Learning model to the material "Carrying out prostration of thanksgiving, Sahwi and recitation" for Phase D students of the 2024/2025 school year? The purpose of research is an activity that must be known before determining research activities. This study generally aims to describe the learning process of Islamic religious education in the material "Carrying out prostration of thanksgiving, Sahwi and recitation" through the Problem Based Learning learning model. In particular, this study aims to improve the learning outcomes of Phase D students and find out how much student activities and student learning outcomes increase by implementing the learning process in Islamic religious education subjects through the Problem Based Learning learning model.

The results of this study are expected to provide the following benefits; 1) For Students So that students can get more interesting and fun learning of Islamic religious education so that the learning outcomes achieved are in accordance with the provisions of the KKM, can even exceed the provisions of the KKM, 2) For the Researcher, the results of this research are expected to be a consideration in making learning effective, can also help overcome the problems they face in the learning process and can add insight, skills that can be used to improve the quality of learning and can make learning more interesting and fun so that students can better understand the material taught, 3) For Schools The results of this study will provide an improvement in the quality of education to obtain learning achievement, success in learning will improve the quality of schools and as evaluation material for school progress.

METHODS

This type of research is a Class Action Research (PTK). This research was carried out at SD Negeri 17 Kauman. Classroom action research is action research conducted with the aim of improving learning in the classroom. Mulyasa (2009:11) explained that what is meant by Class Action Research is an effort to observe the learning activities of a group of students by providing an action that is deliberately raised. The subject of this study is students of grade V of SD Negeri 17 Kauman in the even semester of the 2024/2025 Academic Year. The condition of the students consists of 15 students, the object of this

study is the discussion method and learning outcomes of the students' PAI. Independent Variable (X) i.e. Discussion method: This is the variable that affects or is applied in this study. This learning model aims to improve students' ability to discover learning concepts through experiments and hands-on experience. Dependent Variable (Y) is PAI Learning Outcomes: It is the results achieved by students in the subject of Islamic Religious Education (PAI).

This variable can be measured through test scores, material comprehension, and ability in the application of religious teachings in daily life. The population of the classroom action research conducted by the researcher is SDN 17 Kauman. This research was carried out in class V of SDN 17 Kauman for the 2024/2025 Academic Year, since December 20, 2024, which is in Kauman, South Rao District. Class V of SD Negeri 17 Kauman consists of 15 students (7 male students and 8 female students). All of these students are the population in this study. So from 15 students (7 male students and 8 female students). This will be used as a sample in the study. This sample will be intervened by the application of discussion methods to measure the improvement of PAI learning outcomes.

Study is designed as a classroom action research using the discussion method, where in this study involves teachers of Islamic Religious Education subjects in the classroom used as a research place, to jointly carry out research. In this study, the researcher acts as an observer while the teacher acts as a teacher. The process in this class action research is carried out with three cycles, namely cycle I, II and cycle III. Each cycle consists of four stages, namely planning, action, observation, and reflection. Each cycle is carried out with the learning to be achieved (Arikunto, 2006:16).

There are several types of data collection tools that can be used to measure the effectiveness of the application of audiovisual media in improving PAI (Islamic Religious Education) learning outcomes, namely; Tests or Examinations (Pre-test and Post-test), Observation, Questionnaire or Questionnaire, Interview and Documentation. In this study, it was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to analyze data that shows the dynamics of the process by providing real and in-depth meaning in accordance with the research problem, namely data on teacher performance, activities, affective, and psychomotor students. This qualitative data was obtained from non-test data, namely student observation during the learning process

The affective analysis of individual students is obtained by the formula: $R_{NA} = \frac{X}{100} \times 100$ BC
Information: NA = sought or expected affective value R = raw score obtained by SM students = maximum score of 100 = fixed number (Purwanto, 2008: 112)

Quantitative data in this study were collected through pre-test and post-test given to students before and after the application of the discussion method in PAI learning. The pre-test is carried out before the use of the method to measure students' initial knowledge of the material to be studied, and the post-test is carried out after the application of media to measure changes in student learning outcomes. The pre-test given to students before the application of the discussion method showed an average student score of 60, which showed a fairly low understanding of the PAI material. After the application of the discussion method in learning, the post-test showed that the average score of students increased to 87, which showed a significant increase. From the results of the pre-test and post-test, it can be seen that the application of the discussion method has a positive impact on student learning outcomes. Based on this data, the difference between the pre-test and the post-test is calculated and compared.

To ascertain the significance of the difference, a pair t-test was conducted. The results of the t-test showed a $p < 0.05$, which indicates that the change in learning outcomes between pre-test and post-test is significant. In other words, the application of the discussion method can be said to be effective in improving student learning outcomes. The increase in pre-test to post-test scores shows that the use of discussion methods in PAI learning has succeeded in improving students' understanding of the material taught. This quantitative data shows that the discussion method can make it easier for students to

understand concepts that were previously difficult to understand with conventional methods.

RESULTS

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 SMP Satu Atap Simamonen on the material "Performing prostration of thanksgiving, sahwī 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 SMP Satu Atap Simamonen, this can be seen in the first cycle of student activities 70% and in the second cycle 85%.

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. In the observation stage, observations are made using observation sheets that have been prepared, fellow teachers who are in charge of observing both the teacher's activities and students' responses during learning. Student response data was collected using student response observation sheets. This is done so that students' responses to the use of the Problem Based Learning learning model are known. The aspects that were assessed to find out the student response according to the observation sheet were (1) Activeness, (2) Cooperation, (3) Completeness, and (4) Timeliness in participating in PAI learning

DISCUSSION

The Problem Based Learning learning model has been proven to be effective in improving student learning outcomes in Islamic Religious Education subjects at SMP Satu Atap Simamonen. PBL encourages students to actively solve real context-based problems, so that they better understand the concept of religion in daily life. The learning process that starts with real problems helps students connect theory with practice, so that their understanding becomes deeper and more meaningful. In the application of PBL, students are invited to think critically in analyzing the given problem, finding solutions, and making decisions based on postulates or religious values. In addition, group-based learning in PBL improves students' cooperation and communication skills. They learn to discuss problems, share ideas, and respect the opinions of others. These skills not only support PAI learning, but also equip students with important social competencies. PBL creates a more interesting learning atmosphere because students feel directly involved in the learning process. Challenges given through case studies or problems spark students' curiosity and enthusiasm. Teachers also act as facilitators, so students feel more free to explore solutions without fear of being wrong. This increased motivation to learn contributes to better learning outcomes overall. Although it provides many benefits, the implementation of PBL at SMP Satu Atap Simamonen also faces several challenges.

One of them is the limited time to complete each stage of problem-based learning, especially when students need longer to understand the problem. In addition, teachers need to have high competence in designing relevant problems and guiding students

throughout the learning process. Adequate facility support is also an important factor for the implementation of PBL to run effectively. In order for the implementation of PBL to run more optimally, it is necessary to conduct training for teachers to improve their understanding and skills in using this model. In addition, schools need to provide supporting facilities, such as varied teaching materials and relevant learning media. The application of PBL can also be extended to various other PAI materials to provide a holistic learning experience for students. Thus, this learning model can continue to improve the quality of education at SMP Satu Atap Simamonen.

Problem-Based Learning (PBL) is an approach that places students at the center of learning by presenting them with real problems to analyze and solve. In the context of Islamic Religious Education (PAI), this model is very effective because it helps students understand religious concepts more deeply through application in everyday life. By presenting relevant problems, students can explore Islamic teachings more critically and reflectively, thereby improving their understanding and learning outcomes.

Problem-based learning in PAI allows students to develop critical and analytical thinking skills. They do not only receive information passively but also actively seek solutions to the problems they face. For example, when given a case on how to apply Islamic values in social life, students will discuss, analyze, and formulate solutions that are in accordance with Islamic teachings. This helps them internalize religious values more deeply. In addition, this learning model increases students' learning motivation because they are directly involved in the process of finding solutions. The problems presented are often related to their lives, so they feel more challenged and interested in solving them. This high motivation contributes to improving students' understanding of concepts and thinking skills in studying Islamic teachings.

PBL also encourages good cooperation and communication among students. In group discussions, they learn to respect the opinions of others, develop strong arguments, and work together to reach the best solution. This kind of collaboration not only improves learning outcomes but also forms an Islamic character that is in accordance with the principles of Islamic brotherhood. Furthermore, this model trains students to connect theory with practice. Many Islamic teachings are not only conceptual but also require application in everyday life. Through PBL, students can understand how concepts such as honesty, justice, and mutual assistance are applied in real situations, so that they are better prepared to practice Islamic values in their lives. The application of PBL in Islamic Religious Education can also improve higher order thinking skills (HOTS). By facing complex problems, students are required to analyze, evaluate, and create new solutions based on their understanding of Islamic teachings. This helps them become more independent in thinking and making decisions that are in accordance with religious values. In addition, PBL helps teachers develop more interesting and interactive teaching methods. Teachers not only act as providers of material, but also as facilitators who guide students in investigating and solving problems. This creates a more dynamic classroom atmosphere, where students feel more involved and responsible for their own learning. Problem-based learning also provides an opportunity for students to reflect on Islamic values in their lives. By facing real situations, they can evaluate whether their behavior is in accordance with Islamic teachings or still needs to be improved. This reflection process is very important in Islamic education because it helps students form better characters.

In the long term, the implementation of PBL in Islamic Religious Education can contribute to the formation of a critical, creative, and responsible Muslim generation. They not only understand Islamic teachings theoretically but are also able to apply them in everyday life. Thus, they become individuals who are better prepared to face the challenges of modern life without losing Islamic values. Overall, the problem-based learning model provides many benefits in improving student learning outcomes in Islamic Religious Education. Through this approach, students become more active, think critically, and have a deeper understanding of Islamic teachings. With the support of effective

teachers, PBL can be a very effective learning strategy in shaping students' character and intellect in accordance with Islamic values.

CONCLUSION

Based on the results of the research, the application of the Problem Based Learning learning model has proven to be effective in improving the learning outcomes of Islamic Religious Education at SMP Satu Atap Simamonen. PBL has a positive impact on students' understanding of religious concepts because its learning approach is based on solving contextual problems that are relevant to daily life. This model facilitates students to integrate theory with practice, so that learning becomes more meaningful and applicable. In addition, the PBL model has also succeeded in developing students' critical thinking skills, collaboration skills, and communication. Group-based learning applied in PBL encourages students to discuss, exchange ideas, and make decisions together. This not only supports the improvement of cognitive learning outcomes, but also strengthens students' social skills that are essential to face future challenges. However, the implementation of PBL requires full support, both from teachers and schools. Teachers need to have adequate competence in designing problems, guiding students, and managing time well during the learning process. Adequate infrastructure support and learning media are also very important to support the success of this model. By optimizing these various factors, the implementation of PBL can be an effective and sustainable strategy in improving the quality of Islamic Religious Education learning.

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