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Improving the Learning Outcomes of Islamic Education Students Through the Problem Based Learning Model at SMP Negeri 1 Sungai Kanan

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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 40.89%, the first cycle 73.27% and in the second cycle increased to 91.62%. 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

In shaping the character and morals of students, Islamic Religious Education lessons have an important role. PAI provides lessons on understanding the teachings of Islam as well as the values of goodness and piety that must be applied in daily life. In the learning process of PAI, effective, coherent learning models and methods are needed so that students can achieve optimal learning outcomes. One of the materials taught in learning is "Presenting prayer and dhikr in daily life" for Phase D grade VII. Understanding the meaning of prayer and dhikr is expected to help the development of students better, by applying prayer and dhikr consistently and solemnly in daily life will be able to change the disciplinary behavior of students which in the end will avoid heinous and evil acts.

However, in practice, PAI learning often still uses conventional methods that tend to be passive, with teachers as the center of knowledge and students as the recipients of information. Such a learning approach can hinder students in developing critical thinking, communication, and problem-solving skills. The Problem Based Learning Model emerged as an interesting alternative in improving student learning outcomes in PAI learning. The

PBL model provides opportunities for learners to be active in identifying, analyzing, and solving real problems that are relevant to the learning context.

Thus, students can develop critical thinking skills, collaboration, and independence in solving problems around prayer and dhikr. However, although PBL has good potential in PAI learning, its application is still limited and has not been widely studied in the context of class VII material "Presenting Prayer and Dhikr in Daily Life". Therefore, this study aims to reveal the effectiveness of the application of the Problem Based Learning Learning Model in improving student learning outcomes in PAI learning for phase D students of grade VII.

With this research, it is hoped that it can provide a deeper understanding of the potential and benefits of applying the Problem Based Learning Model in PAI learning, especially in dealing with material related to Friday Prayers. The results of this study are expected to be the basis for the development of more effective and innovative learning methods in improving student learning outcomes in PAI learning at the first level of education.

This research will focus on the application of the Problem Based Learning Model in order to improve students' learning outcomes in Islamic Religious Education learning with material on "Presenting Prayer and Dhikr in Daily Life" in grade VII. This restriction aims to be able to gain a deeper understanding of the influence of the Problem Based Learning Learning Model on student learning outcomes in this special material.

With the formulation of the above problems, this class action research aims to gain a more comprehensive understanding of the effectiveness of the implementation of the Problem Based Learning Learning Model in a sustainable manner in improving student learning outcomes in PAI learning with the material "Presenting Prayer and Dhikr in Daily Life" in grade VII. In addition, this study also aims to evaluate the response of students to the use of the method and identify supporting factors and obstacles that arise during the implementation process.

Problem-Based Learning (PBL) is an instructional model that challenges students to "learn how to learn" by working collaboratively to solve real-world problems. As a teaching strategy, PBL aims to engage students in problem-solving processes using scientific methods, where they are expected to learn the knowledge related to the problem and acquire problem-solving skills. In this approach, real-life problems are used as a context for students to practice critical thinking and gain the skills necessary to address these issues. According to Ibrahim and Nur (2010) and Butcher (2006), PBL is an approach that encourages students to think critically and develop problem-solving skills through real-world scenarios, making it particularly effective in Islamic Education (PAI), where students can relate religious values to daily life.

Duch (1995) explains that PBL is a teaching method that presents students with complex, real-world problems to foster curiosity and engagement with the subject matter. Arends (Trianto, 2007) defines PBL as an approach where students are confronted with authentic problems, helping them to construct their own knowledge, develop inquiry skills, become independent learners, and gain confidence. Glazer (2001) further emphasizes that PBL is a strategy where students are actively involved in addressing complex issues in real-life situations.

From these definitions, it can be concluded that PBL is a model that exposes students to real-world problems to start the learning process. It is an innovative model that fosters active learning environments for students. PBL emphasizes the development of essential skills such as problem-solving, critical thinking, teamwork, interpersonal communication, and information gathering. According to Amir (2007), PBL provides an opportunity for students to acquire more competencies than just memorizing knowledge. These skills include the ability to solve problems, think critically, collaborate in groups, communicate effectively, and search for and process information.

Savery, Duffy, and Thomas (1995) suggest two key principles for presenting problems in PBL: first, the problem should be aligned with the concepts and principles

being taught; and second, the problem must be a real-life issue that students can relate to. In PBL, the emphasis is on the learning process, where the teacher's role shifts from delivering content to facilitating problem-solving, questioning, and guiding students through the exploration process. The teacher provides the necessary support to enhance student inquiry and intellectual growth while creating an open classroom environment that encourages idea exchange.

To effectively implement PBL, careful attention must be given to the steps involved. According to David Johnson and Johnson (Trianto, 2010), the following five steps are essential in the PBL approach: 1) The first step involves formulating a problem based on a real-world event that contains a conflict. This helps ensure that students are clear about the problem being addressed. Teachers ask students for their opinions on the issue being discussed; 2) This step involves identifying the root causes of the problem. Students analyze the underlying factors contributing to the issue; 3) After identifying the causes, students develop alternative solutions to address the problem. These strategies are then tested through class discussions; 4) Once various strategies are discussed, students select the most appropriate one and begin applying it; 5) Both the process and the outcome of the problem-solving activities are evaluated to assess the effectiveness of the solution and learning; 6)PBL has several distinct characteristics that make it unique. Arends (Trianto, 2007). In summary, Problem-Based Learning is an instructional approach that uses real-world problems as the starting point for learning. It encourages students to engage in active inquiry, develop critical thinking skills, and collaborate with peers to solve complex issues. By applying PBL in Islamic Education, students not only gain knowledge but also acquire essential life skills that are applicable in their daily lives. Through this approach, students become independent learners, better prepared to face challenges in the real world while developing a deeper understanding of Islamic values.

METHODS

This study uses the Classroom Action Research approach, a research method conducted within the classroom aimed at improving the quality of learning and addressing issues that arise in the learning process. CAR is a continuous cycle involving interaction between the researcher, the teacher, and students to find solutions to existing problems. It involves systematic steps, including planning, implementation, observation, and reflection. In the planning phase, the researcher and teacher collaborate to formulate the problem, design the actions to be taken, and prepare a plan for data collection. During the implementation phase, the planned actions are applied in the classroom, engaging students in the learning process. In the observation phase, the researcher collects data on students' learning outcomes, their responses to the actions taken, and any factors affecting the learning process. The data is gathered through observation, interviews, and assessment instruments. Afterward, the data is analyzed and evaluated to determine the success and effectiveness of the actions implemented. The reflection phase is crucial in CAR, where both the researcher and teacher reflect on the outcomes, identify successes and challenges, and develop steps for improvement. This reflection serves as the basis for planning subsequent actions to further enhance the quality of learning.

The research variables used in CAR include both independent and dependent variables. The independent variable is manipulated by the researcher to observe its effects on other variables. It involves the teaching model, strategies, or specific actions taken by the teacher to improve learning. The dependent variable, on the other hand, is measured to detect changes as a result of the independent variable. It may include students' learning outcomes, such as achievement, understanding of concepts, or attitudes toward learning. Choosing relevant and appropriate variables is essential for obtaining accurate data that reflect the changes during the research process. The research population consists of all students in Grade VII at UPTD SMP Negeri 1 Sungai Kanan for the 2024/2025 academic year. The sample is drawn from Grade VII-1 of the same school and academic year. Data

collection for this research involves both quantitative and qualitative data. Quantitative data, such as test scores or assessment grades, will be used to measure learning outcomes, while qualitative data will provide insights into students' responses, learning processes, and factors affecting learning.

The data sources for the study include students, the teacher, and relevant documents related to the Islamic Education (PAI) learning process. Students will be the primary source of data, providing information about their learning outcomes, their responses to learning, and their experiences with the PBL model. The teacher will provide insights into their experience with the PBL model and any factors that support or hinder the learning process. Documents such as test papers, observation sheets, and field notes will also contribute to the data. Data will be collected using various techniques, including tests, questionnaires, and interviews. Tests will measure students' learning outcomes before and after the implementation of the PBL model, while questionnaires will gather responses from both students and the teacher about their experiences with the model. Interviews with students and the teacher will provide deeper insights into their views and experiences regarding the learning process. By combining these data collection techniques, the researcher will be able to obtain comprehensive data that reflects students' learning outcomes, their responses, and the overall learning process.

RESULTS

In Cycle II, the application of the Problem Based Learning (PBL) model showed more positive results than Cycle I with the level of completeness of the didk exam reaching 88.89% with the success criteria that have been set at 85%. Increased student engagement and comprehension of the material is reflected in better test results. Longer times for group discussions provide more optimal results, although there are some improvements that are still needed in the management of presentation time and discussion focus.

Based on the actions that have been carried out in cycles I, and II by using the Problem Based Learning (PBL) learning model to improve student learning outcomes in Islamic Religious Education subjects, the material on "Presenting prayer and dhikr in daily life" can be said to be successful, because according to the observations and reflections that have been made, students are directly involved in the learning process, Students are guided in groups to solve problems about "Presenting prayer and dhikr in daily life" given by the teacher, so that students are more careful and have high independence to understand what is being learned.

The success in improving student learning outcomes by applying the Problem Based Learning (PBL) learning model in the subject of Islamic Religious Education, the material on "Presenting prayer and dhikr in daily life" can be seen from the improvement of learning outcomes in each cycle. The percentage of average results and student learning completeness also experienced positive development/improvement. The more the cycle is implemented, the better the percentage of student learning completion.

DISCUSSION

The Problem-Based Learning (PBL) model has proven to be an effective strategy in enhancing student learning outcomes, particularly in the context of Islamic Education (PAI) at SMP Negeri 1 Sungai Kanan. This model emphasizes real-world problems as a starting point for the learning process, encouraging students to engage deeply with the material. By integrating PBL into Islamic Education, students are not only expected to gain knowledge about religious concepts but also develop critical thinking skills, problem-solving abilities, and an understanding of how to apply religious teachings in daily life.

One of the key advantages of using the PBL model in Islamic Education is that it shifts the focus from traditional, teacher-centered learning to a more student-centered approach. In this model, students are actively involved in identifying, analyzing, and

solving real-life problems related to Islamic teachings. This engagement promotes a deeper understanding of the material as students are encouraged to think critically about how Islamic values can be applied to various situations, both in religious and societal contexts. As a result, students are more likely to retain the knowledge and develop a greater appreciation for the relevance of Islamic Education in their lives. Additionally, PBL fosters collaboration among students, which is crucial for developing social skills and teamwork. In group activities, students work together to explore problems, discuss solutions, and share insights, creating a learning environment that is both cooperative and interactive. This collaborative approach aligns well with Islamic values, which emphasize mutual support, consultation, and collective effort. By working together, students not only learn from each other but also experience the importance of unity and cooperation in achieving common goals, which is a fundamental concept in Islam.

The PBL model also encourages independent learning, as students are given the autonomy to explore topics, seek resources, and find solutions on their own. This sense of independence helps to cultivate self-directed learners who take responsibility for their education. In the context of Islamic Education, this aligns with the Islamic principle of seeking knowledge and continuous learning. By engaging with the material through self-directed inquiry, students become more motivated to pursue knowledge beyond the classroom and apply what they have learned in their everyday lives. Another benefit of the PBL model is its ability to promote critical thinking. As students work through complex problems, they are required to evaluate information, make informed decisions, and consider various perspectives. This process develops their analytical skills and helps them learn how to approach challenges logically and thoughtfully. In Islamic Education, critical thinking is essential for understanding the deeper meanings of religious texts and applying them to modern-day issues. By engaging in critical thinking, students are better equipped to navigate the complexities of life while adhering to Islamic principles.

Moreover, the PBL model fosters a sense of responsibility and accountability among students. Since the model encourages active participation and group discussions, students feel more accountable for their own learning and for contributing to the success of the group. This responsibility is important in Islamic Education, where students are taught to be responsible for their actions and decisions. The PBL model helps instill a sense of ownership over the learning process, empowering students to take charge of their educational journey. Through the use of PBL, students also develop important skills such as communication, problem-solving, and decision-making, which are essential for success in both academic and real-world settings. In Islamic Education, these skills are particularly valuable as students learn how to navigate ethical dilemmas, make sound judgments, and communicate effectively within their communities. By practicing these skills in the context of religious education, students are better prepared to face the challenges they may encounter as they grow older.

Furthermore, the PBL model helps to create a more engaging and motivating learning environment. Traditional teaching methods often rely on passive learning, where students are recipients of information, but PBL transforms the classroom into an active space where students are encouraged to question, explore, and discover. This dynamic approach leads to greater student engagement and motivation, as students are more likely to be interested in lessons that are connected to real-life problems and that allow them to take an active role in their learning process. Finally, implementing PBL in Islamic Education not only enhances students' academic performance but also strengthens their character. By solving real-world problems and reflecting on their learning experiences, students develop important life skills, such as empathy, resilience, and ethical decision-making. These skills are vital in shaping responsible individuals who are committed to making positive contributions to society while upholding the values of Islam. Overall, the Problem-Based Learning model provides a holistic approach to education that nurtures both the intellectual and moral development of students.

CONCLUSION

Berdasarkan hasil penelitian yang telah dipaparkan selama tiga siklus, hasil seluruh pembahasan serta analisis yang telah dilakukan dapat disimpulkan bahwa model pembelajaran Problem Based Learning (PBL) dapat meningkatkan kualitas pembelajaran Pendidikan Agama Islam, hal ini dapat dilihat dari peningkatan ketuntasan belajar siswa dalam tiap siklus, yaitu , siklus I (77,78%), siklus II (88,89%). Secara umum, Penelitian Tindakan Kelas yang dilakukan dengan menggunakan metode pembelajaraan Problem Based Learning (PBL) ini memberikan dampak yang sangat positif terhadap kenaikan nilai akhir belajar siswa. Bila dilihat dengan teliti, sebagian besar siswa mengalami kenaikan nilai hasil belajar yang cukup signifikan setelah perlakuan tindakan. Dampak positif yang dihasilkan dalam meningkatkan hasil belajar peserta didik dikarenakan model pembelajaraan Problem Based Learning (PBL) selain mengembangkan kemampuan kerjasama antar peserta didik, juga mampu mengembangkan kemampuan kreativitas peserta didik dalam menyelesaikan proyek. Suasana belajar mengajar di kelas menjadi lebih menyenangkan karena semua peserta didik terlibat aktif di dalam kegiatan pembelajaran. Sehingga dengan peserta didik terlibat secara aktif dalam kegiatan pembelajaran, hasil belajar pun meningkat

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