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Improving Student Learning Outcomes in Islamic Education Material Using Problem Based Learning Model at SMP Negeri 3 Silangkitang

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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. 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 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 67.87% and in the second cycle it increased to 88.32%. 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.

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INTRODUCTION

Education aims to improve the quality of human resources, as mandated in the National Education Goals listed in the National Education System Law Number 20 of 2003. The main purpose of education is to develop abilities and shape the character and civilization of a dignified nation, which aims to educate the life of the nation. Education also aims for students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and able to become democratic and responsible citizens. In this context, Islamic Religious Education plays an important role in shaping the character of students, focusing on understanding the books of Allah as the basis of the faith of Muslims. However, in practice, students' understanding of the books of Allah is often limited to memorization without deep appreciation, which leads to a lack of love for the Qur'an and the application of religious values in daily life.

To realize these educational goals, teachers have a very important role in the learning process. A professional teacher is expected to deliver material effectively and efficiently, so that students really understand the lessons given. In addition, teachers must also master various learning techniques that can create an interesting and fun classroom atmosphere. In this case, teachers must have the competence to master the curriculum, understand the subject matter in depth, and master learning methods and evaluations. In addition, teachers must also be responsible for their duties and be disciplined in carrying out the learning process. The success of learning is highly dependent on the competence of the teacher, because a professional teacher can create a conducive learning atmosphere for students to understand the material.

However, in its implementation, there are various problems that arise, both related to students and teachers. The problem must be immediately found for a solution so that it does not drag on and becomes more complex. The problem of students who have difficulty understanding the subject matter, for example, can affect the achievement of learning objectives. Therefore, a teacher must have the initiative to make improvements, both in teaching techniques and in learning management, so that students can achieve the expected competencies. In this case, material about faith in the books of Allah, which is part of Islamic Religious Education, is one of the focuses of learning that needs to be considered. The learning outcome for this material is so that students can understand and appreciate the meaning of faith in the books of Allah and get used to reading the Qur'an every day.

The importance of the teacher's role in the learning process is reflected in the efforts made to improve student learning outcomes. Teachers try to provide guidance to students who are experiencing difficulties, provide remedial for students who have not reached the Minimum Completeness Criteria (KKM), and deliver material by lecture and question and answer methods. However, despite various efforts that have been made, student learning outcomes in Islamic Religious Education subjects are still relatively low, which is reflected in the daily test results where only a small percentage of students achieve the set KKM. This shows that the methods used in learning, such as lectures and questions and answers, are not interesting and effective enough to improve student understanding.

Seeing this reality, the author feels the need to find solutions to improve student learning outcomes through classroom action research. One of the proposed solutions is the implementation of a Problem Based Learning strategy. This method is considered to increase student involvement in the learning process because learning begins with relevant real problems, which triggers students to think critically and creatively. In addition, with this approach, students have the opportunity to work together in groups to solve the problems they face, which can improve their collaboration skills as well as a sense of responsibility for the results of group discussions. This learning model also emphasizes more on developing critical and analytical thinking skills that can be applied in daily life, which should be able to improve students' understanding of the material.

Problem-based learning also has the advantage of creating a more fun and active learning atmosphere. In this approach, students not only play the role of recipients of information, but they are also involved in finding solutions to the given problems. Thus, students can develop the ability to think independently, as well as learn to apply the theories they learn in real-life contexts. Therefore, the application of the Problem-Based Learning method is expected to help students understand the material of faith in the books of God more deeply and relevantly, as well as create a more enjoyable learning experience.

Thus, this classroom action research aims to improve student learning outcomes on faith material to the books of Allah through the application of the Problem-Based Learning model. It is hoped that with the application of this method, students can better understand and appreciate the material taught, as well as increase their love for the Qur'an and the application of religious values in daily life. Through this research, it is hoped that the right solution can be found to overcome the problems faced in the learning

process, especially in the context of Islamic Religious Education at SMP Negeri 3 Silangkitang.

METHODS

This research was conducted on all grade VIII students of SMP Negeri 3 Silangkitang, for the 2024/2025 school year, with a total of 30 students. The subject of this study is grade VIII students, while the object of the research is the use of Problem Based Learning strategies to improve the learning outcomes of Islamic Religious Education, especially material on Believing in the Books of Allah.

This study has two variables, the first variable is the use of the Problem Based Learning strategy (variable X), which is expected to improve student learning outcomes in the subject of Islamic Religious Education. While the second variable is the improvement of Islamic Religious Education learning outcomes (variable Y), which is measured based on the achievement of student competence in understanding material about Believing in the Books of Allah. This class action research was carried out at SMP Negeri 3 Silangkitang, which became the place of research. The implementation plan of this research covers the period from June to September 2024, which is divided into three cycles. Each cycle is planned to be carried out in one meeting. The purpose of this division is to give time for students and teachers to adapt to the use of the learning strategies being researched, so that the results of the research can have a positive impact on the learning process in the future.

In the implementation of the research, observers are also involved, observers are Islamic Religious Education teachers who have a higher level of education than researchers. The task of the observer is to see the teacher's activities and students' activities during learning. This is done to provide input and opinions on the implementation of the learning carried out, so that inputs from observers can be used to improve learning in cycle II. Observation is aimed at seeing teacher activities and student activities during the learning process.

Reflection is an action to thoroughly analyze the actions that have been taken, based on the data that has been collected, then reflection is carried out to improve the next action. The results obtained in the observation stage were collected and analyzed. And the results of teacher observation can reflect on themselves by looking at the observation data of teachers and students during learning. The types of data obtained in this study consist of qualitative data and quantitative data. Qualitative data is obtained through direct observation of the research object, which is then described in the form of words or sentences separated by certain categories to draw conclusions, such as observations about test results. This observation was carried out to observe the activities of teachers and students during the learning process of Islamic Religious Education with the application of the Problem Based Learning strategy. Meanwhile, quantitative data is in the form of numbers obtained through calculations and can be further processed, such as counting the number or comparing to produce percentages. This data is obtained from the results of evaluations, such as student learning tests conducted in each research cycle. Qualitative and quantitative data include two important things, namely learning activities and student learning activity outcomes. Learning activities include activities carried out by teachers and students in accordance with the steps in the Problem Based Learning strategy. Meanwhile, the results of student learning activities describe the learning progress achieved by students after actions in each cycle, both Cycles I, II, and III.

The data collection techniques used in this study consist of several methods, namely testing, observation, and documentation. The purpose of the test is to determine the learning outcomes of students after actions are carried out in each cycle. Observation is used to observe the activities of teachers and students during the learning process, as well as to assess the application of Problem Based Learning strategies. Meanwhile,

documentation techniques are used to obtain data on school conditions, such as the state of facilities and related information relevant to this study.

RESULTS

After analyzing the learning outcomes of students before the action, it is known that the learning outcomes of students in PAI lessons are still classically lacking with an average of 49.0 or in the interval of 30 - 49. This means that overall student learning outcomes have not reached the set success criteria, namely 91% of students obtained a minimum score of 50. Before the implementation of the Problem Based Learning learning strategy, student learning outcomes in Islamic Religious Education (PAI) subjects showed unsatisfactory results. Out of a total of 46 students, only 6 students obtained good scores, while 15 students obtained medium scores and 25 students obtained low scores. Classically, the average student score was 49.0, which was in the poor category, with only 6 students (13%) achieving a minimum score of 70. This shows the need for improvement actions in the learning process in the first cycle. To improve student learning outcomes, the Problem Based Learning learning strategy is applied. This strategy aims to increase student involvement in the learning process and help them achieve the Minimum Completeness Criteria (KKM) that have been set at SMP Negeri 3 Silangkitang. With the implementation of this strategy, it is hoped that student learning outcomes in PAI subjects can increase.

In the first cycle, action planning begins with developing a learning plan that focuses on Learning Outcomes about faith in the books of God. The purpose of learning is for students to be able to explain the meaning of faith in the books of Allah correctly, have curiosity about the history of the books of Allah, and get used to reading the Qur'an every day. Teachers also prepare questions that are relevant to the material to be taught. The implementation of actions in the first cycle will be carried out on December 21, 2024, by following the Learning Outcomes and Teaching Modules that have been prepared. Learning is carried out through three stages: initial activities, core activities, and final activities. In the early stages, the teacher invites students to discuss and provide an overview of the material to be learned. In the core stage, students are given the opportunity to explore the material through the Problem Based Learning approach, and in the final stage, students are asked to reflect on the learning that has been done.

Based on the data in table IV.7 above, it can be described that overall the teacher's activity in implementing the Problem based Learning strategy with alternative answers "Yes" and "No", then the answer "Yes" was obtained in the first cycle 3 times with an average of 43%. Meanwhile, the acquisition of "No" answer alternatif was 4 times with an average of 57%. By obtaining an average percentage of 43% is in the low category. This happens because teachers are not used to applying the Problem based Learning learning strategy, and the time is not enough due to the explanation of the strategy taking too long.

Based on the learning results in the first cycle, it can be concluded that despite the increase, student learning outcomes are still moderate with an average percentage of 62.3%. Some of the weaknesses found in the learning process include the lack of teacher supervision in asking students to separate the seats into five groups in each row, which causes some students to play around. In addition, teachers also have difficulty in controlling students' activities and success when distributing assignment cards, as well as a lack of attention and focus on instructions given to certain groups. When the teacher asks group Y to respond to group X's assignment, many students are unable to respond properly due to the lack of detailed explanations regarding the material being studied. Based on these findings, several improvements need to be made in the next cycle, including: first, improving the timing in seat arrangement to be more effective, second, providing stricter supervision to students when they separate seats, third, increasing teacher control in distributing assignment cards to be more effective, and fourth, clarifying the instructions given to students to ensure they can respond properly. With these improvements, it is hoped that learning will be more effective and student learning

outcomes will increase. In the second cycle, action planning begins with the preparation of teaching modules that focus on learning outcomes regarding faith in the books of Allah, with the aim that students can explain how to love the Qur'an and build relationships with people who believe in previous books, as well as have commendable behavior, tolerance of differences, and civility towards the Qur'an. Teachers also prepare all needs related to the strategies used and compile questions that are relevant to the teaching material.

The implementation of the second cycle of actions will be carried out on January 3, 2025. Learning follows the Learning Outcomes and Teaching Modules that have been prepared, with the purpose of learning so that students are able to explain how to love the Qur'an and establish good relationships with people who believe in the previous book, as well as instill a tolerance and good manners towards the Qur'an. The learning process is carried out in three stages: initial activities, core activities, and final activities. In the initial activity, the teacher orients students with the material to be learned, in the core activity, students work in groups to discuss the material, and in the final activity, the teacher assesses the students' understanding and provides feedback on the results of the discussion.

DISCUSSION

The application of Problem Based Learning (PBL) in Islamic Education at SMP Negeri 3 Silangkitang was aimed at improving students' learning outcomes, especially in the material related to belief in the Books of Allah. Prior to implementing PBL, the students' results in Islamic Education were underwhelming, with many failing to meet the standard passing grade. The majority of students scored poorly or moderately, reflecting the need for a more engaging and interactive approach to teaching the material. Observations indicated that traditional methods, such as lectures and rote memorization, were insufficient for achieving meaningful learning and understanding, which highlighted the need for a pedagogical shift. In response to this challenge, the implementation of Problem Based Learning (PBL) was considered as an effective solution. PBL focuses on presenting students with real-world problems to solve, which promotes active learning and critical thinking. By using this method, students are encouraged to explore and find solutions on their own, leading to deeper engagement and a better understanding of the subject matter. In this case, the material about belief in the Books of Allah was presented in a way that allowed students to connect the theoretical knowledge with real-life applications, such as the relevance of the Qur'an in their daily lives and the importance of understanding the message of the previous scriptures.

The process of implementing PBL began with careful planning, including the preparation of teaching materials and the development of questions that would guide the students' inquiry. Teachers also ensured that they were well-prepared to facilitate discussions and monitor student progress throughout the learning activities. The classroom setup was organized to promote collaboration, with students arranged in small groups to discuss and solve problems together. This setup encouraged peer learning and allowed students to learn from each other's insights, fostering a more cooperative and inclusive learning environment. The first cycle of PBL involved providing students with specific tasks related to belief in the Books of Allah. Students were tasked with discussing the significance of each of the revealed scriptures, such as the Torah, Psalms, Gospel, and Qur'an, and reflecting on their relevance to contemporary society. The role of the teacher was to guide students in their discussions, asking probing questions that would stimulate their critical thinking and encourage them to connect the concepts to real-world scenarios. Teachers also assessed students through quizzes and discussions to gauge their understanding and provide immediate feedback.

In the second cycle, the learning activities were modified based on the feedback and reflections from the first cycle. Teachers addressed the challenges encountered during the first round, such as difficulties in classroom management and the need for more

structured guidance during group discussions. Adjustments were made to improve the clarity of instructions, ensure that all students were actively engaged, and provide additional support for those who were struggling with the material. The emphasis in this cycle was on enhancing the quality of the group discussions and ensuring that each student had a chance to participate fully. By the end of the second cycle, there was a noticeable improvement in student engagement and learning outcomes. The students' average scores increased, and a higher percentage of students achieved the desired learning outcomes. The collaborative nature of PBL allowed students to better understand the material, as they were able to express their thoughts, ask questions, and clarify concepts with their peers. The active involvement in problem-solving also helped to reinforce their understanding and retention of the material.

The results from the second cycle demonstrated the effectiveness of Problem Based Learning in improving students' learning outcomes. Not only did students perform better academically, but they also developed essential skills such as teamwork, communication, and problem-solving. The process of investigating real-world problems related to their faith encouraged students to take ownership of their learning and fostered a deeper connection to the material. As a result, the implementation of PBL helped create a more meaningful and impactful learning experience for the students. In conclusion, the use of Problem Based Learning in teaching Islamic Education at SMP Negeri 3 Silangkitang proved to be an effective strategy for enhancing student learning outcomes. By incorporating real-world problems into the curriculum, students were able to actively engage with the material and gain a deeper understanding of the importance of belief in the Books of Allah. This approach not only improved academic performance but also contributed to the development of critical thinking and collaboration skills among students. Moving forward, continued refinement and adaptation of the PBL model will ensure that it remains an effective tool for improving learning outcomes in Islamic Education.

CONCLUSION

Based on the results of the analysis and discussion in chapter IV, it can be concluded that the application of the Problem Based Learning strategy can improve learning outcomes in Islamic Religious Education (PAI) class VIII SMP Negeri 3 Silangkitang Labuhanbatu Selatan. This success is influenced by the implementation of the Problem Based Learning strategy, student learning outcomes become better, which means that students have positive changes in following the learning process given by the teacher and in solving problems in their learning. With these conditions, the acceptance rate and student learning outcomes increase.

The maximum implementation of the Problem Based Learning strategy in Islamic Religious Education (PAI) lessons is evidenced by the improvement of learning outcomes before taking action in cycle I and cycle II. Before the action was taken, the learning outcomes of students were classified as lacking with an average of 49, there was an increase in the first cycle with an average of 62.3. Meanwhile, student learning outcomes in cycle II also increased with an average of 73.7 with the good category. This proves that the Problem Based Learning strategy can improve the learning outcomes of grade VII students of SMP Negeri 3 Silangkitang Labuhanbatu Selatan.

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