

Problem Based Learning Model: How Can This Model Improve Students' Learning Motivation in Qur'an Hadith Subjects?

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Abstract: Student-centered learning will create meaningful learning for each student. Student activity in learning is one of the keys to achieving learning objectives. This study aims to improve student activity in Islamic education learning by implementing the Problem based learning model. This study is a classroom action research. The subjects of this study were eighth grade students of MTs Nagari Binjai. Data were collected using observation and questionnaire techniques. Furthermore, the data were analyzed using descriptive statistical techniques. The results of the study indicate that the problem based learning model can improve student learning activity. Therefore, the problem based learning model can be used as an alternative to improve student activity in learning.

Keywords: problem based learning, student's learning motivation, qur'an hadith.

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INTRODUCTION

Learning is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, character, and the skills needed to achieve self-existence (Santrick, 2011; Schunk, 2012). Furthermore, Wolfolk (2016) explains that the learning process in each individual can be done anywhere and anytime.

The problem faced is the low interest of students in learning the Al-Qur'an Hadith class VIII at MTsS Nagari Binjai Kab. Pasaman. When students have a low level of interest, it can hinder students' motivation to learn and affect their performance, so the expected learning process will not be achieved, as stated in the definition of education according to the Law will not be fully achieved.

The Al-Qur'an Hadith lesson is one of the very important subjects for the Madrasah Tsanawiyah level. Given the importance of learning the Qur'an and Hadith, madrasahs usually place special emphasis on understanding, reading, and memorizing the Qur'an, as well as understanding the Hadith of the Prophet Muhammad SAW (Harmoni, 2020; Khamid et al., 2020). This is an integral part of the madrasa curriculum which aims to shape students into individuals who understand, practice, and spread Islamic teachings correctly. Learning the Qur'an and Hadith plays an important role in shaping and realizing many aspects of life, especially in the religious and moral context of students both in the

school environment and in the community (Renfaan et al., 2023; Susanti, 2024). One example is how students meet their peers at school, when students have been taught and understand how to behave well or have good civility (Murtadlo et al., 2023). Then these students will practice what they get from the Qur'an and Hadith lessons. But if students are not equipped with good religious or moral values to peers or others. Then he will not know how to behave towards friends or others. Judging from the importance of learning the Qur'an and Hadith for students, it turns out that several problems are found in the learning process in the classroom, especially when using the discussion method. Many students do not concentrate when learning takes place. Concentration is the focus of attention or thought on something.

A separate pattern is a pattern that describes the absence of a relationship between the role played by the teacher as a teacher and the role of the student as a learner. The teacher and student walk alone as if there is no communication relationship. The teacher who should direct students to try to achieve learning goals does not happen. For example, when the teacher is delivering the lesson material, the students do not fully pay attention to the teacher's explanation. There are students who are sleepy, chatting or doing other activities that are unrelated to efforts to achieve learning goals. Such events are difficult to say as a learning process, because there is no connection between the teacher's actions and the students' actions. When the learning process takes place like that, the results of the learning process will not be in accordance with the learning objectives, students will not understand the learning material and students' grades will decrease in the subject. The problem studied is the low interest of students in learning Akidah Akhlak. Because effective learning is learning that occurs with good communication between teachers and students. The main problem studied is the concentration of students in participating in the ongoing learning. Problems found in the field include, some students do not pay attention to the teacher during the learning process, during the discussion some students are busy chatting, students do not observe the learning process, students who ask questions at each meeting are the same people. Researchers observed that the causes of these problems are boring learning methods, less interesting learning media and students' sitting positions that are rarely changed. With such conditions, teachers as facilitators must continue to strive to find innovation so that their learning objectives are achieved optimally. Based on the description above, the application of the Problem Based Learning learning model is expected to increase students' learning motivation in learning the Al-Qur'an Hadith. Because the Problem Based Learning learning model can motivate students to follow the material presented, so that what is explained by the teacher can be understood by students and make learning more interesting. In this study, the teacher implemented the use of the Problem Based Learning learning model in the learning process, because the problem based learning model is in accordance with 21st century learning, namely requiring students to be critical, creative, able to collaborate and capable of communicating the results of their work.

METHODS

The type of research used in this study is Classroom Action Research. Classroom Action Research has an important role in developing learning models in the classroom. Classroom Action Research is a scientific activity carried out by teachers in their own classes by designing, implementing, observing, and reflecting on actions through several cycles collaboratively and participatively which aims to improve or enhance the quality of the learning process in their classes.

The subjects of this study were all students of class VIII MTsS Nagari Binjai totaling 20 students consisting of 8 male students and 12 female students. All students are Muslim with a background of understanding and practicing the teachings of Islam that are heterogeneous. The data of this study were obtained using observation and questionnaire techniques. Observation guidelines were used to obtain data on teacher and student

learning activities, while questionnaires were used to measure student activity in Islamic Education learning. The analysis technique used in this study in this study was descriptive statistics.

RESULTS

FIRST CYCLE

Cycle I was carried out in one meeting in class VIII MTs S Nagari Binjai. The first meeting was held on October 30, 2023. One meeting was held for 2 x 40 minutes. In this study, collaboration with teachers who helped in the learning process. The activities carried out include the planning stage, implementation stage, observation stage and reflection stage. The following is an explanation of each stage.

The planning that has been carried out by the researcher is to prepare the needs for cycle I by preparing learning tools such as lesson implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material on Sharing Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. The results of the observation showed that the learning motivation in cycle I was obtained on average 77.8 with a high category. So it can be said that learning motivation in cycle I has increased when compared to the pre-research period.

Results of Observation of Teacher Activities Cycle I data from observation of teacher activities are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle I actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in class VIII MTsS Nagari Binjai using the PBL learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activity which consists of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT., the teacher obtained a scale of 3 which means that the teacher often guides 25 students to pay attention to the learning video. (3) Directing students to observe the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in activities to present the results of group discussions. In the closing activity, the teacher obtained a scale of 4.

In this closing activity, the teacher has carried out all the activities planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to

conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in implementing the Action cycle 1 are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S al-Fajra (89): 15-18 using the PBL learning model in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class.

In the activity of watching videos to find information as a source of learning, an average score of 3.3 was obtained with a percentage of 84% and obtained good qualifications, meaning that students as a whole are interested in learning activities or seeking information through reading activities. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they did reading activities calmly.

In the activity of reading and translating Q.S. Al-Fajr (89): 15-18 about Donation in the way of Allah SWT got an average score of 3.6 with a percentage of 91% and obtained a very good qualification, meaning that students as a whole are very interested in learning activities to find information by watching learning videos. In more detail, this activity can be described that as many as 19 students or 66% of students obtained a scale of 4, namely they carried out activities to watch learning videos calmly and diligently. While the rest, namely 10 students or 34% of students obtained a scale of 3, namely they carried out activities to watch learning videos calmly.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.1 with a percentage of 77% and obtained good qualifications, meaning that students as a whole were active in making questions. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in making questions. As many as 16 students or 55% of students obtained a scale of 3, namely they were active in making questions. 28 While the rest, namely 5 students or 17% got a scale of 2, meaning they were less active in making questions. In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they were very active in looking for answers. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they were actively looking for answers. In the activity of presenting the results of the discussion, the average score was 3.0 with a percentage of 74% and obtained a fairly good qualification, meaning that students as a whole were quite active in presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in presenting the results of the discussion. As many as 12 students or 41% of students obtained a scale of 3, namely they were active in presenting. While the

rest, namely 9 students or 31% got a scale of 2, which means they were less active in presenting the results of the discussion.

The results of the student motivation questionnaire showed the results achieved at the first meeting with an average of 77.8 with a high category. So that student learning motivation can be said to have increased when compared to the pre-research where the average student learning motivation was 60 which was in the low category. The teacher in providing guidance was not comprehensive so that not all students were active in discussion and presentation activities due to time constraints. The presentation activity was still in a sufficient qualification because during the presentation only a few students were active, there were still many students who were not confident in conveying the results of the discussion. Based on the data results above, the teacher and researcher agreed to continue the research in cycle 2. The things that need to be improved and revised for the implementation stage of the learning process in the next cycle are 1) Teachers in providing guidance must be more comprehensive or even to all groups and individuals by adjusting the time allocation; 2) Teachers encourage all students to be more active in presentation activities; and 3) Teachers provide systematic reinforcement of the material so that students understand better.

SECOND CYCLE

Cycle II was carried out in one meeting in class VIII MTs S Nagari Binjai. The second meeting was held on November 6, 2023. One meeting was held for 2 x 40 minutes. In this study, collaboration with teachers who helped in the learning process. The activities carried out include the planning stage, implementation stage, observation stage and reflection stage. The following is an explanation of each stage.

The planning that has been carried out by the researcher is to prepare the needs in cycle I by preparing learning tools such as learning implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material Kuberbagi Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. Based on the table above, the results of learning motivation in cycle II obtained an average of 81.6 with a high category. So it can be said that learning motivation in cycle II has increased when compared to cycle I.

Results of Teacher Activity Observation Cycle II data from teacher activity observation results are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle II actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in class VIII MTsS Nagari Binjai using the PBL learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activities consisting of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 4 which means that the teacher often guides students in the activity of reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT., the teacher obtained a scale

of 4 which means that the teacher often guides students to pay attention to learning videos. (3) Directing students to examine the problems on the student worksheet in group activities, the teacher obtained a scale of 4 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of presenting the results of group discussions. In the closing activity, the teacher obtained a scale of 4. In this closing activity, the teacher has carried out all the activities planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in the implementation of Cycle II Actions are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S. Al-Baqarah (2): 254 using the PBL learning model in cycle II got a good qualification with a percentage of 88%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class. In the activity of watching videos to find information as a source of learning, an average score of 3.5 with a percentage of 87% and obtaining good qualifications means that students are overall interested in the activity of watching videos to find information as a source of learning. In more detail, this activity can be described that as many as 10 students or 48% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 15 students or 52% of students obtained a scale of 3, namely they did reading activities calmly. In the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT got an average score of 3.8 with a percentage of 95% and obtained a very good qualification, meaning that students as a whole are very interested in the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. In more detail, this activity can be described that as many as 23 students or 75% of students obtained a scale of 4, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. While the rest, namely 2 students or 20% of students obtained a scale of 3, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in the activity of observing the problems on the student worksheet in group activities. In more detail, this activity can be described that as many as 11 students or 45% of students obtained a scale of 4, namely they were very active in observing the problems on the student worksheet in group

activities. As many as 14 students or 48% of students obtained a scale of 3, namely they were active in asking questions.

In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.6 with a percentage of 90% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 17 students or 59% of students obtained a scale of 4, namely they were very active in finding answers. While the rest, namely 8 students or 41% of students obtained a scale of 3, namely they were active in discussing the problems on the student worksheet in group activities.

In the activity of presenting the results of the discussion, the average score was 3.3 with a percentage of 81% and obtained a fairly good qualification, meaning that students as a whole were quite active in the activity of presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in presenting the results of the discussion. Meanwhile, 17 students or 72% got a scale of 3, which means they were less active in presenting the results of the discussion. The results of the student motivation questionnaire showed the results achieved at the second meeting with an average of 81.6 with a high category. So that student learning motivation can be said to have increased when compared to the study in cycle I, where the average student learning motivation was 77.8 which was also in the high category. Based on the data obtained in the study, it shows that in cycle II there was an increase compared to cycle I, both in teacher activity, student activity and student learning outcomes. The activities of teachers and students in cycle I obtained good qualifications and in cycle II there was an increase by obtaining very good qualifications. So the teacher and researcher agreed that there was no need for the next cycle.

DISCUSSION

The results of the study indicate that the problem-based learning model can increase student activity in learning the Qur'an and Hadith. The increase occurs through the learning process which is carried out by emphasizing the problem-solving process. The problem-solving process will provide a very good learning experience for students because students directly carry out the problem-solving process with the theory or learning concept provided (Lubis, 2019; Sari et al., 2021; Silvia et al., 2023). Furthermore, problem solving can help students to explore additional information as an enrichment to the material provided, so that students' insights will be broader and deeper about the learning material (Dasopang et al., 2023; Fatwa et al., 2023; Ningsih et al., 2023; Nurliza et al., 2024).

Increased learning activities also occurred in this study. Learning activities occur because the problem-based learning model makes students more active and creative (Darwati & Purana, 2021; Siraj et al., 2023). The dominant involvement of students in a learning process will be directly proportional to the optimality of student learning activities in learning (Elisyah et al., 2024; Lubis et al., 2021). Furthermore, (Simamora & Fatwa, 2022) in their research results stated that giving students trust to solve problems will increase student creativity because problems are studied contextually with existing learning materials.

CONCLUSION

Teacher activity in cycle 1 got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it well. In cycle 2, teacher activity increased, namely getting a percentage of 93%. This means that the

implementation of learning activities has gone very well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it very well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme Types of zakat using the method of cues and answers to teachers in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the method of cues and answers to teachers, students have been able to follow it well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme of zakat recipient groups and the wisdom of zakat using the method of cues and answers to teachers in cycle 2 got a very good qualification with a percentage of 88%. This means that the implementation of learning activities has gone very well according to the planning. In participating in learning activities with the method of responding to the teacher, students have been able to follow very well. In the pre-cycle, the average value of learning outcomes was 74.82 with a percentage of students who completed 45%. In cycle 1, learning outcomes increased, the average obtained by students was 81.38 with a percentage of students who completed 65.5%. In cycle 2, learning outcomes increased again with a class average of 90 and a percentage of students who completed 93%. Based on the achievement of learning outcomes in cycle 2, it has shown the achievement of indicators of the success of implementing this classroom action research, namely that the completion reached more than 75%.

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