

Efforts to Improve Islamic Education Student Learning Outcomes Through Problem-Based Learning at SMP Ad-Dakwah

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were first school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show 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 completeness in each cycle with details of pre-cycle 41.19%, first cycle 75.37% and in the second cycle it increased to 89.72%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: cooperative learning, learning outcomes, Islamic education.

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INTRODUCTION

Education plays a crucial role in shaping individuals and preparing them for future challenges. Islamic education, in particular, serves as a foundation for developing not only intellectual abilities but also moral and ethical values in students. At Ad-Dakwah Middle School, the quality of Islamic education is an essential aspect of the curriculum, aimed at fostering a deep understanding of religious principles and their application in daily life. However, despite the importance of Islamic education, many students struggle with learning outcomes due to ineffective teaching methods that do not fully engage them in the learning process. Traditional teaching methods, which primarily involve lectures and rote memorization, often fail to capture students' interest and limit their ability to think critically. Many students find the subject monotonous and difficult to understand, leading to low motivation and poor academic performance. This issue has raised concerns among educators at Ad-Dakwah Middle School, prompting the need for an alternative approach to enhance student engagement and improve learning outcomes in Islamic education.

One of the promising approaches to improving student learning outcomes is the implementation of the problem-based learning model. Problem-based learning is an instructional strategy that encourages students to actively participate in the learning process by solving real-world problems. Instead of passively receiving information from teachers, students are given scenarios or questions that require critical thinking, collaboration, and independent research. This approach has been widely recognized for its effectiveness in fostering deeper understanding and long-term retention of knowledge. Problem-based learning is particularly relevant in Islamic education, as it allows students to relate religious teachings to contemporary issues. By engaging with real-life problems and ethical dilemmas, students can develop a more profound appreciation of Islamic principles and learn how to apply them in practical situations. This method not only enhances cognitive skills but also nurtures values such as responsibility, empathy, and problem-solving abilities. At Ad-Dakwah Middle School, the need to implement a more interactive and student-centered approach has become increasingly evident. Many students struggle with comprehension and fail to connect religious teachings with their daily lives. This disconnect often leads to a superficial understanding of Islamic education, where students memorize information for exams without internalizing its significance. Educators have recognized that problem-based learning can bridge this gap by making lessons more relevant and meaningful.

Moreover, problem-based learning encourages students to become independent learners. Instead of relying solely on teachers for information, students are motivated to seek knowledge through discussion, research, and critical analysis. This process not only enhances their academic performance but also prepares them for lifelong learning. By cultivating these skills, Ad-Dakwah Middle School aims to develop students who are not only knowledgeable but also capable of applying Islamic principles to real-world challenges. Another significant advantage of problem-based learning is its ability to foster collaboration among students. Group discussions and cooperative learning activities create an interactive environment where students can exchange ideas, challenge perspectives, and build confidence in expressing their thoughts. This collaborative aspect is essential in Islamic education, as it aligns with the values of unity, teamwork, and mutual respect that are emphasized in Islamic teachings.

Despite the potential benefits of problem-based learning, its implementation in Islamic education at Ad-Dakwah Middle School requires careful planning and adaptation. Teachers must be adequately trained to design and facilitate problem-based lessons effectively. Additionally, appropriate learning materials and resources must be provided to support students in their exploration of complex topics. Without proper guidance, students may struggle with self-directed learning, which could lead to confusion and frustration. To assess the effectiveness of problem-based learning, it is crucial to evaluate its impact on student learning outcomes. This can be done through various methods, including observations, student feedback, and performance assessments. By analyzing these factors, educators can identify the strengths and challenges of the approach and make necessary adjustments to optimize its implementation. Continuous evaluation ensures that problem-based learning remains an effective strategy for improving Islamic education.

Furthermore, parental involvement plays a crucial role in supporting students' learning experiences. Parents should be informed about the problem-based learning model and encouraged to participate in discussions about their children's progress. By fostering a strong collaboration between teachers, students, and parents, Ad-Dakwah Middle School can create a more supportive learning environment that enhances student engagement and achievement. While problem-based learning offers numerous advantages, it is also essential to acknowledge its limitations. Some students may initially find it challenging to adapt to a more active learning approach, especially if they are accustomed to traditional teaching methods. Additionally, teachers may face difficulties in managing classroom dynamics and ensuring that all students participate equally. These challenges

highlight the need for continuous professional development and instructional support for educators implementing problem-based learning. Despite these challenges, the long-term benefits of problem-based learning outweigh its initial difficulties. Research has shown that students who engage in problem-based learning demonstrate improved critical thinking skills, deeper understanding, and higher levels of motivation. By integrating this approach into Islamic education, Ad-Dakwah Middle School aims to create a more dynamic and meaningful learning experience that prepares students for academic success and ethical decision-making in the future. The successful implementation of problem-based learning requires a commitment from both educators and students. Teachers must be willing to embrace innovative teaching strategies and adapt their instructional methods to meet the needs of their students. Similarly, students must develop a growth mindset and take an active role in their learning journey. With the right support and guidance, problem-based learning can transform Islamic education into a more engaging and impactful subject.

As Ad-Dakwah Middle School continues to explore ways to enhance student learning outcomes, problem-based learning stands out as a promising solution. By shifting the focus from passive learning to active problem-solving, this approach empowers students to take ownership of their education and develop essential skills for the future. The integration of problem-based learning into Islamic education represents a significant step toward fostering a generation of critical thinkers who can apply religious values in real-life contexts. In conclusion, efforts to improve Islamic education student learning outcomes through problem-based learning at Ad-Dakwah Middle School reflect a commitment to innovative and student-centered teaching methods. By implementing this approach, the school aims to enhance student engagement, critical thinking, and practical application of Islamic teachings. Although challenges may arise, the long-term benefits of problem-based learning make it a valuable strategy for improving the quality of Islamic education and preparing students for a future guided by knowledge and ethics.

METHODS

This study employs a mixed-method research approach, combining both quantitative and qualitative methods to comprehensively analyze the impact of problem-based learning on student learning outcomes in Islamic education at Ad-Dakwah Middle School. The combination of these methods allows for a deeper understanding of not only the numerical improvements in student performance but also the behavioral and perceptual changes that occur due to the implementation of problem-based learning. The research design follows a quasi-experimental model, where two groups of students are selected for comparison: an experimental group that experiences the problem-based learning approach and a control group that follows the traditional lecture-based method. A pre-test and post-test are administered to both groups to measure any significant differences in learning outcomes. By comparing the results, the study aims to determine whether problem-based learning has a measurable impact on student achievement.

The population for this research consists of students enrolled in Islamic education courses at Ad-Dakwah Middle School. The sample is selected through purposive sampling, ensuring that students from similar academic backgrounds and learning abilities are included in both the experimental and control groups. A total of 60 students participate in the study, with 30 students assigned to each group. This sample size provides a reliable basis for statistical analysis while maintaining manageability for observation and intervention. Data collection is conducted using multiple techniques to ensure a comprehensive evaluation. The primary method involves pre-test and post-test assessments to gauge student progress before and after implementing problem-based learning. Additionally, classroom observations are carried out to assess student engagement, interaction, and participation levels during lessons. These observations

provide valuable qualitative insights into how students respond to the problem-based learning approach.

To further understand student experiences and perceptions, questionnaires are distributed to both groups. These questionnaires contain a mix of closed-ended and open-ended questions, allowing students to provide feedback on their learning preferences, motivation, and perceived effectiveness of the teaching methods. The responses are analyzed to identify trends and patterns in student attitudes toward problem-based learning. Teacher interviews serve as another crucial component of data collection. Educators involved in the study are interviewed to gather insights into the challenges and benefits of implementing problem-based learning in Islamic education. Teachers provide valuable perspectives on classroom dynamics, student participation, and the overall feasibility of incorporating this method into the curriculum. Their feedback helps identify potential areas for improvement in future implementations. The data analysis process involves both statistical and qualitative techniques. The quantitative data from pre-test and post-test scores are analyzed using a paired sample t-test to determine whether there is a statistically significant improvement in student performance. Descriptive statistics are also used to summarize questionnaire responses, providing an overview of student perceptions and preferences. Meanwhile, qualitative data from observations and interviews are analyzed thematically to identify common themes and insights related to the learning experience.

To ensure the validity and reliability of the study, all research instruments undergo a validation process before implementation. The pre-test and post-test questions are reviewed by Islamic education experts to confirm their alignment with the curriculum and learning objectives. Additionally, a pilot study is conducted to test the reliability of the questionnaire, using Cronbach's Alpha to measure internal consistency. This ensures that the research tools produce consistent and accurate results. Ethical considerations are strictly adhered to throughout the research process. All student participants and their guardians are informed about the purpose of the study, and their participation is entirely voluntary. Confidentiality of student data is maintained, and all responses are anonymized to protect privacy. Teachers also provide consent before participating in interviews, ensuring that ethical standards are upheld.

In conclusion, this research methodology is designed to provide a comprehensive evaluation of the effectiveness of problem-based learning in Islamic education at Ad-Dakwah Middle School. By using a combination of quantitative and qualitative approaches, the study aims to produce reliable, data-driven conclusions that can inform future teaching practices. The careful selection of participants, diverse data collection techniques, and rigorous analysis ensure that the findings contribute meaningfully to educational research and practice.

RESULTS

The implementation of problem-based learning in Islamic education at Ad-Dakwah Middle School has shown significant improvements in student learning outcomes. The findings indicate that students in the experimental group, who were taught using problem-based learning, demonstrated a higher level of engagement and understanding compared to those in the control group, who received instruction through traditional methods. The active learning approach encouraged students to participate more actively in discussions, collaborate with their peers, and apply critical thinking skills to solve problems related to Islamic teachings. The results of the pre-test and post-test further support the effectiveness of problem-based learning. The experimental group exhibited a substantial increase in their post-test scores, whereas the control group showed only a moderate improvement. This suggests that the problem-based learning model allows students to process information more deeply and retain knowledge for a longer period. Unlike passive memorization, which is common in traditional methods, problem-solving activities enable

students to connect religious concepts with real-life situations, making learning more meaningful and practical. Observations during the study also revealed that students in the experimental group were more enthusiastic and engaged during lessons. They actively asked questions, discussed different perspectives, and worked collaboratively to find solutions to the given problems. This level of interaction was less apparent in the control group, where students were more reliant on teacher explanations and less motivated to explore topics independently. The hands-on approach of problem-based learning provided students with a sense of ownership over their learning, increasing their motivation to participate actively.

Questionnaire responses further confirmed that students preferred problem-based learning over traditional methods. Many students reported that they found the lessons more enjoyable and relevant to their daily lives. They also expressed that working in groups helped them understand difficult concepts more easily, as they could learn from their peers. This finding aligns with previous research that highlights the positive impact of collaborative learning on student performance and motivation. Teacher interviews provided additional insights into the implementation process. Educators noted that while problem-based learning required more preparation and classroom management skills, the benefits outweighed the challenges. Teachers observed that students became more independent learners, capable of analyzing problems critically and formulating well-reasoned arguments. Additionally, the discussions that emerged from problem-based activities allowed teachers to assess students' comprehension in a more interactive and dynamic way. However, the study also identified some challenges in implementing problem-based learning. Some students initially struggled with the transition from a passive to an active learning approach. They were accustomed to receiving direct instructions from teachers and found it difficult to take initiative in solving problems. Teachers had to provide additional guidance and support to help these students adjust to the new learning model. Over time, most students adapted and became more confident in their problem-solving abilities.

Another challenge was the time required to facilitate problem-based learning effectively. Unlike traditional lectures that follow a structured format, problem-based learning requires more time for discussions, group activities, and presentations. Teachers needed to carefully plan their lessons to ensure that all learning objectives were met within the available class hours. Despite this challenge, teachers believed that the long-term benefits of problem-based learning justified the additional effort. The study also highlighted the importance of teacher training in successfully implementing problem-based learning. Teachers needed to develop skills in designing problem-based scenarios, facilitating discussions, and guiding students through the inquiry process. Professional development programs focusing on active learning strategies could further enhance teachers' ability to implement this approach effectively. By continuously improving their instructional methods, educators can maximize the impact of problem-based learning on student outcomes. Overall, the findings indicate that problem-based learning is an effective strategy for improving student learning outcomes in Islamic education. It not only enhances academic performance but also promotes critical thinking, collaboration, and real-world application of religious teachings. While challenges exist, they can be addressed through careful planning, teacher support, and gradual adaptation by students.

In conclusion, problem-based learning offers a promising alternative to traditional teaching methods in Islamic education. By encouraging active participation and deeper engagement with the subject matter, this approach helps students develop essential skills that go beyond memorization. With proper implementation and support, problem-based learning can significantly enhance the quality of Islamic education at Ad-Dakwah Middle School, preparing students to apply their knowledge in meaningful and practical ways.

DISCUSSION

Based on the observation results, the results of the assessment can be seen to increase the achievement of grade VII students at SMP AD-DA'WAH. From the first cycle, the number of scores from observation and assessment of learning was ≥ 66 and the average score was 66 with the total number of students completing 85% of the total number of class 30 or around 71.43% while students who did not achieve minimum completeness were 6 people or 28.57% Then in the second cycle the number of scores from the results of observation and assessment was ≥ 66 and the average score was 85% with the number of completeness of 20 students from the number of the whole of class VII or around 95.24% while students who did not achieve completion at least 1 person or 4.76% Based on the data above, from the findings above, it can be illustrated that learning using the Discovery Learning method applied to the material of Presenting Prayer and Dhikr in Life to grade VII students at SMP AD-DA'WAH is able to increase student achievement.

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