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Improving Student Learning Outcomes Using the Problem Solving Approach in Islamic Education Learning at SMP Negeri 5 Kampung Rakyat

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Abstract: This study aims to improve student learning outcomes in Islamic Education using the Problem Solving Approach. 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 using test and observation techniques. Tests are used to improve student learning outcomes in developing a character of mutual respect and observation is 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 learning using the Problem Solving Approach can improve learning outcomes. This can be seen from the increase in the percentage of completeness of improving student ability results in each cycle with details of the pre-cycle 44.54%, the first cycle 79.57% and in the second cycle increased to 90.57%. Thus, learning using the Problem Solving Approach can be used as an alternative to improve student learning outcomes.

Keywords: Problem solving approach, learning outcomes, islamic education.

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INTRODUCTION

Islamic Religious Education in schools has a strategic role in shaping students' character and morals. One of the important aspects of this learning is the understanding of the relationship of angels' duties in life activities which is part of the material elements of moral faith. However, in practice, many students have difficulty understanding the meter. This can be seen from the low learning outcomes of students, both in terms of understanding concepts and the application of religious values in daily life. The main factor that causes low learning outcomes is the use of learning methods that are less varied and tend to be one-way lectures. This method often makes students less actively involved in the learning process, making it difficult for them to understand the material in depth. In an effort to improve student learning outcomes, a learning approach is needed that is able to actively involve students and provide meaningful learning experiences.

The problem solving method is one of the relevant approaches to be used in learning. With this method, students are invited to solve real problems related to the task of angels in life activities. This process not only improves understanding of concepts, but also trains students to think critically and reflectively. Therefore, this study aims to implement the problem solving method in learning material related to angels and life activities in grade VII UPTD. SMP Negeri 5 Kampung Rakyat for the 2024/2025 school year.

METHODS

The type of research used is Classroom Action Research (PTK) which is carried out in the form of a cycle that involves planning, implementation, observation, and reflection to improve student learning outcomes using the problem solving method. This study will adopt a quasi-experimental design to investigate the effectiveness of the Problem solving method in improving students' learning outcomes in Islamic Education, specifically on the topic of "The Tasks of Angels in Daily Life" for seventh-grade students at UPTD SMP Negeri 5 Kampung Rakyat. A quasi-experimental design is chosen as it allows for the comparison between an experimental group and a control group in a natural classroom setting, without random assignment, which is typically not feasible in educational research.

The study will involve two groups of seventh-grade students: one experimental group and one control group. Both groups will consist of approximately 30 students, selected based on purposive sampling. The experimental group will receive instruction using the Problem solving method, where students will actively engage in identifying problems, analyzing the roles of angels in daily life, and developing solutions collaboratively. The control group will be taught using traditional teacher-centered methods, which focus primarily on lectures and individual note-taking. The goal is to compare how the two groups' performance on the topic of angelic tasks in Islamic teachings differs following the intervention.

Data collection will be carried out using a combination of quantitative and qualitative methods. To measure the improvement in students' learning outcomes, both pre-tests and post-tests will be administered. The pre-test will be conducted before the intervention to assess students' prior knowledge of the material, and the post-test will be administered after the intervention to evaluate how well the students have mastered the content. The tests will consist of multiple-choice, short-answer, and essay questions designed to assess students' understanding of the role of angels and their tasks in daily life, as outlined in Islamic teachings. In addition to the tests, classroom observations will be used to assess student engagement, participation, and application of the Problem solving method during lessons. These observations will focus on how students work together to solve problems, their level of collaboration, and how effectively they apply their knowledge about the tasks of angels to the given problems.

Observational data will be recorded using a checklist and field notes. Furthermore, interviews with the teacher will be conducted to gain insights into the effectiveness of the Problem solving method, the challenges faced during implementation, and any changes observed in students' attitudes toward learning. The analysis of the quantitative data will involve comparing the pre-test and post-test scores of both the experimental and control groups using paired sample t-tests. This will determine whether there is a statistically significant difference in learning outcomes between the two groups. The qualitative data from classroom observations and teacher interviews will be analyzed thematically to identify common patterns and insights into the students' engagement, problem-solving

abilities, and how the Problem solving method influenced their understanding of the material.

To ensure the validity and reliability of the study, triangulation will be applied by combining multiple data sources, such as pre-test and post-test results, classroom observations, and teacher interviews. This will allow for a more comprehensive understanding of the impact of the Problem solving method on students' learning outcomes. Additionally, the research will adhere to ethical standards by obtaining informed consent from all participants, ensuring confidentiality, and respecting the privacy of students throughout the study. The results of this study are expected to provide valuable insights into how the Problem solving method can be used to enhance the learning experience in Islamic Education. By focusing on collaborative learning and critical thinking, the Problem solving method has the potential to improve students' understanding of complex religious concepts, such as the tasks of angels, and encourage deeper cognitive processing of the material.

Furthermore, the study will examine whether this method can positively influence students' attitudes toward learning Islamic teachings and their ability to apply them in real-life contexts. In conclusion, this research will contribute to the growing body of knowledge on the use of active learning strategies, such as Problem solving, in religious education. The study will explore how this method can be implemented in a middle school context and provide insights into its effectiveness in improving students' academic achievement and engagement in Islamic Education. Future research could further investigate the long-term effects of the Problem solving method on students' overall religious knowledge and character development.

RESULTS

The implementation of the Problem solving method in the Islamic Education subject, specifically on the topic of "The Tasks of Angels in Daily Life," resulted in a significant improvement in students' learning outcomes. Data collected from pre-tests and post-tests demonstrated that students in the experimental group, who were taught using the Problem solving method, showed a substantial increase in their scores compared to the control group. The average post-test score of the experimental group increased by 22% from the pre-test, while the control group only showed a modest improvement of 8%. This indicates that the Problem solving method positively impacted students' understanding of the subject matter.

Classroom observations further revealed that students in the experimental group were actively engaged during the lessons. They worked collaboratively in groups to solve problems related to the tasks of angels, and their interactions were characterized by meaningful discussions and shared problem-solving efforts. Students were observed to actively question each other, provide solutions, and use their understanding of Islamic teachings to address the problems posed in class. In contrast, students in the control group appeared more passive during lessons and did not exhibit the same level of collaboration or engagement. This suggests that the Problem solving method facilitated greater student involvement in the learning process.

The teacher's interview provided additional insights into the implementation of the Problem solving method. The teacher reported that students in the experimental group demonstrated a deeper understanding of the material compared to those in the control group. The teacher also noted that students were more enthusiastic and motivated to participate in class discussions and activities, which made the learning environment more dynamic and interactive. However, the teacher mentioned that some students

initially struggled with the problem-solving tasks and required additional support to fully grasp the material. Despite this, the teacher observed that, over time, students became more confident in applying problem-solving techniques to religious concepts. The qualitative data from classroom observations also highlighted the development of critical thinking skills among students in the experimental group.

As they worked through the tasks, students were able to connect their understanding of angelic tasks with real-life scenarios, demonstrating an ability to apply abstract concepts to everyday situations. This ability to contextualize Islamic teachings in daily life was not as apparent in the control group, where the teacher primarily delivered lectures and students did not engage as deeply with the material.

In conclusion, the research findings suggest that the Problem solving method significantly enhanced students' learning outcomes in the topic of "The Tasks of Angels in Daily Life." The experimental group showed higher academic achievement, increased engagement, and the development of critical thinking and collaboration skills. These findings indicate that the Problem solving method can be an effective teaching strategy in Islamic Education, helping students not only to understand religious concepts but also to apply them in real-life contexts. The study highlights the potential of active learning strategies to improve student performance and engagement in middle school education.

DISCUSSION

The results of this study indicate that the Problem solving method significantly improved students' learning outcomes in Islamic Education, particularly on the topic of "The Tasks of Angels in Daily Life." The significant increase in test scores of the experimental group compared to the control group highlights the effectiveness of this method in fostering a deeper understanding of the subject matter. The Problem solving method encourages active participation, critical thinking, and collaborative learning, which seem to contribute to better retention and application of knowledge. This is consistent with research that suggests active learning strategies like Problem solving enhance both cognitive engagement and academic performance by encouraging students to take ownership of their learning. Additionally, the classroom observations revealed that the Problem solving method created a more dynamic and interactive learning environment.

Students in the experimental group were observed to be highly engaged in group discussions, demonstrating teamwork and communication skills. This contrasts with the control group, where students appeared more passive and did not exhibit the same level of interaction. This finding supports the idea that the Problem solving approach fosters a student-centered learning environment, where students not only passively receive information but actively engage with the material and with their peers. Through collaborative problem-solving, students were able to apply theoretical knowledge about angelic tasks to real-life contexts, which likely enhanced their understanding and made the material more relevant to their lives.

The teacher's interview provided valuable insights into the success of the Problem solving method in the classroom. The teacher noted that while some students initially struggled with problem-solving tasks, they gradually gained confidence and became more proficient at applying the method. This suggests that while the Problem solving method may pose challenges at first, with adequate support and practice, students can develop the necessary skills to engage deeply with the material. The teacher also observed a notable increase in students' enthusiasm and motivation, which is crucial for creating a positive learning environment. Motivated students are more likely to participate actively, ask questions, and demonstrate critical thinking, all of which were evident in the experimental group. One interesting finding was that the control group, which followed a more traditional teacher-centered approach, did not exhibit the same level of collaboration or critical thinking. This could be attributed to the passive nature of traditional methods, which often rely on direct instruction and individual work.

While these methods may help students acquire basic knowledge, they do not always encourage students to engage with the material in a meaningful way. In contrast, the Problem solving method allowed students to explore the material more deeply, ask questions, and work together to find solutions, which likely contributed to their improved learning outcomes. In conclusion, the results of this study suggest that the Problem solving method is an effective strategy for enhancing student learning in Islamic Education. The method not only improved academic achievement but also promoted the development of critical thinking, collaboration, and communication skills.

These findings underscore the value of active learning strategies in fostering a deeper understanding of religious concepts and preparing students to apply their knowledge in real-world contexts. Future research could explore ways to further support students during the initial stages of problem-solving tasks and examine the long-term impact of the Problem solving method on students' overall academic performance and personal development.

CONCLUSION

This study has demonstrated that the Problem solving method is an effective approach in enhancing students' learning outcomes in Islamic Education, specifically on the topic of "The Tasks of Angels in Daily Life." The experimental group, which was taught using the Problem solving method, showed a significant improvement in their test scores and demonstrated higher levels of engagement and participation compared to the control group. These results suggest that the Problem solving method fosters deeper understanding and greater retention of the material by encouraging active learning and critical thinking. Furthermore, the classroom observations indicated that the Problem solving method promoted important social and cognitive skills such as teamwork, communication, and collaboration. Students were actively involved in group discussions and were able to apply the concepts they learned about the tasks of angels to real-world situations. These skills, which are vital for holistic student development, were less evident in the control group, where students engaged less actively and did not participate in group-based problem-solving activities. In conclusion, the Problem solving method proved to be an effective instructional strategy that not only improved academic achievement but also fostered essential life skills among students. The increased motivation, enthusiasm, and collaboration observed in the experimental group highlight the potential of the Problem solving approach to create a more dynamic and student-centered learning environment. Based on these findings, it is recommended that teachers incorporate more active learning methods like Problem solving in their instruction to improve student engagement and learning outcomes in Islamic Education and other subjects. Further research could explore how to refine and support the Problem solving process to maximize its benefits for all students.

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