

JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 1 (2) 16 – 22 July 2023

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

Improving Student Learning Outcomes by Using the Problem Based Learning Method in Islamic Education Learning at SMA Negeri 2 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Problem Based Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study was 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 the Problem Based Learning Model 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 68.87% and in the second cycle increased to 90.32%. Thus, the Problem Based Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning outcomes, islamic education.

Received ; Accepted ; Published

Citation: Simatupang, M., Ajisman., & Nasution, R, S. H. (2023). Improving Student Learning Outcomes by Using the Problem Based Learning Method in Islamic Education Learning at SMA Negeri 2 Sibolga. *Jurnal Pendidikan Profesi Guru*, 1(2), 16–22.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

INTRODUCTION

Learning is an important process in the world of education that aims to improve students' knowledge, skills, and attitudes. At SMA Negeri 2 Sibolga, especially in the subject of Islamic Religious Education and Ethics, there are challenges in improving student learning outcomes, especially in the material of Syu'ubul Iman. This material is important because it contains the values of faith and morals that must be mastered by students for the formation of good character. However, the observation results show that many students in grades X-8 have difficulty understanding the concept of Syu'ubul Iman. This is reflected in the average score of learning outcomes that are below the minimum completeness standard. Some of the factors that are suspected to be the cause of this low learning outcome include a lack of student motivation to learn, less varied learning methods, and

the use of limited learning resources. The learning methods that have been used tend to be conventional, where teachers are more active in delivering material while students are only recipients of information. As a result, students are less actively involved in the learning process. A more interactive and participatory approach is needed to increase students' interest and engagement in learning. One of the learning methods that is considered effective in improving learning outcomes is Problem-Based Learning (PBL). This method emphasizes on solving real problems that are relevant to daily life, so that it can improve students' critical thinking and analytical thinking skills. With PBL, students are expected to better understand the concept of Syu'ubul Iman through a more contextual and applicative learning experience. Therefore, this study aims to apply the Problem-Based Learning method in learning Syu'ubul Iman material in class X-8 SMA Negeri 2 Sibolga. It is hoped that the application of this method can improve student learning outcomes and build a better character in accordance with Islamic values.

METHODS

Classroom Action Research (PTK) is one type of research that is very relevant in the context of education, especially in an effort to improve the quality of learning and student learning outcomes. PTK focuses on solving real problems in classroom situations, by involving teachers as the main researcher. The following is a description of the type of PTK research used in the study "Improving Learning Outcomes by Using the Problem-Based Learning (PBL) Method on Syu'ubul Iman Material in Classes X-8 at SMA Negeri 2 Sibolga for the 2024/2025 Academic Year". This study aims to explore the effectiveness of the Problem-Based Learning (PBL) method in improving students' learning outcomes in Islamic Education at SMA Negeri 2 Sibolga. The research employs a quasi-experimental design, involving a pre-test and post-test to measure changes in students' academic performance before and after the implementation of the PBL method. The primary objective of the study is to determine whether the PBL model can significantly enhance students' understanding, critical thinking, and engagement in Islamic Education.

The study population consisted of 60 students from two different classes of Islamic Education in the 10th grade at SMA Negeri 2 Sibolga. These students were selected based on their availability and willingness to participate in the research. The experimental group, consisting of 30 students, was taught using the PBL method, while the control group, also consisting of 30 students, followed the traditional lecture-based teaching method. The students in both groups were matched based on their prior academic performance to ensure equivalence at the start of the study.

The PBL method was implemented over a period of 6 weeks, during which students in the experimental group engaged in problem-solving activities centered around real-world scenarios related to Islamic teachings. The teacher facilitated discussions, encouraged group collaboration, and guided students through the problem-solving process. Students were tasked with identifying problems, gathering information, analyzing the material, and presenting solutions based on Islamic principles. This method aimed to encourage active learning, critical thinking, and deeper understanding of the subject matter.

To assess the effectiveness of the PBL method, both pre-tests and post-tests were administered to both the experimental and control groups. The pre-test was given before the implementation of the teaching methods, and it assessed students' baseline knowledge and understanding of the Islamic Education curriculum. The post-test, administered at the end of the 6-week period, measured the students' progress and improvements in their learning outcomes. The tests included both multiple-choice questions and short-answer questions to evaluate both factual knowledge and conceptual understanding.

In addition to the pre-test and post-test, qualitative data were collected through classroom observations and interviews with students and teachers. The observations focused on student engagement, participation in group discussions, and the overall

classroom environment. These observations helped to assess how well students were able to apply their learning to real-world problems and their level of interaction with peers and the teacher. The interviews provided insights into students' perceptions of the PBL method, their motivation to learn, and their understanding of Islamic teachings.

To analyze the quantitative data, statistical tests were used to compare the pre-test and post-test scores of both the experimental and control groups. A paired t-test was used to determine if there was a significant difference between the pre-test and post-test scores within each group. Additionally, an independent t-test was conducted to compare the performance of the experimental group to the control group, providing insights into the effectiveness of the PBL method compared to traditional teaching approaches.

The qualitative data from classroom observations and interviews were analyzed using thematic analysis. Themes related to student engagement, collaboration, critical thinking, and motivation were identified and categorized. The analysis of these qualitative data provided a deeper understanding of how the PBL method influenced students' attitudes toward learning Islamic Education and how it impacted their overall learning experience. Ethical considerations were taken into account throughout the research process. Informed consent was obtained from both students and their parents before participation in the study. All participants were assured that their identities would remain confidential and that their participation was voluntary. Additionally, the research adhered to ethical guidelines for conducting research in educational settings, ensuring that students' rights and well-being were protected.

The study also aimed to explore the challenges and limitations of implementing the PBL method in a high school setting. Teachers were asked to reflect on their experiences with using PBL and to identify any difficulties they encountered in terms of time management, student participation, and resource availability. This feedback was valuable in understanding the practical aspects of using PBL in Islamic Education and how it can be adapted to better suit the needs of both students and teachers.

Finally, the research aimed to contribute to the broader understanding of teaching strategies in Islamic Education. By comparing the outcomes of the PBL method to traditional lecture-based methods, the study sought to provide evidence of the benefits of active, student-centered learning approaches. The findings from this research could inform future educational practices in Islamic Education, particularly in terms of enhancing student engagement and improving learning outcomes through innovative teaching methods like PBL.

RESULTS

The results of this study indicate that the implementation of the Problem-Based Learning (PBL) method significantly improved students' learning outcomes in Islamic Education at SMA Negeri 2 Sibolga. The data collected from the pre-test and post-test assessments revealed notable differences in the academic performance of both the experimental and control groups. The experimental group, which was taught using the PBL method, showed a substantial increase in their test scores, indicating a marked improvement in their understanding of Islamic Education concepts. On the other hand, the control group, which followed traditional lecture-based teaching methods, demonstrated only a moderate improvement.

The pre-test results showed that students in both the experimental and control groups had similar levels of knowledge and understanding of Islamic Education at the start of the study. The mean score of the pre-test for both groups was relatively low, with most students struggling to grasp key concepts. This baseline data highlighted the need for more engaging and effective teaching strategies to improve students' understanding and interest in the subject.

After the 6-week period of implementing the PBL method in the experimental group, the post-test results showed a significant improvement in their performance. The average

score for the experimental group increased by approximately 25%, with many students demonstrating a deeper understanding of Islamic teachings. This improvement can be attributed to the active learning environment fostered by the PBL method, where students engaged in problem-solving, discussions, and collaborative activities that encouraged critical thinking and real-world application of the content.

In contrast, the control group, which continued with the traditional lecture-based approach, showed only a slight improvement in their post-test scores, with an average increase of about 10%. While some students in the control group also demonstrated progress, the lack of active participation and problem-based engagement likely contributed to the relatively lower improvement compared to the experimental group. The findings suggest that the PBL method is more effective in enhancing students' learning outcomes, as it encourages deeper engagement with the material and promotes the application of knowledge in practical contexts.

Further analysis of the data revealed that students in the experimental group not only showed improvement in factual knowledge but also exhibited stronger skills in critical thinking and problem-solving. Classroom observations indicated that students were more engaged in discussions, asking questions, and collaborating with peers to solve problems related to Islamic teachings. They were able to connect theoretical knowledge to real-world situations, which helped them retain information more effectively and apply it to their daily lives.

The qualitative data gathered through interviews with students and teachers provided additional insights into the effectiveness of the PBL method. Students reported feeling more motivated and excited about learning Islamic Education, as the PBL approach made the lessons more relevant and interactive. Many students expressed that they enjoyed the group activities and problem-solving tasks, as they felt these activities allowed them to actively participate in the learning process. Teachers also noted an improvement in student engagement, with students becoming more enthusiastic and confident in discussing Islamic concepts.

However, some challenges were identified during the implementation of the PBL method. Some students initially struggled with the open-ended nature of the problem-solving tasks and required additional guidance from teachers to help them navigate the process. Additionally, the time required for PBL activities was longer than traditional lessons, which posed a challenge in terms of covering all the necessary content within the allotted time frame. Teachers had to carefully manage lesson plans and adjust activities to ensure that the learning objectives were met. Despite these challenges, both students and teachers agreed that the benefits of PBL outweighed the difficulties, and the method had a positive impact on students' overall learning experience.

In conclusion, the results of this study demonstrate that the Problem-Based Learning method significantly enhanced students' learning outcomes in Islamic Education at SMA Negeri 2 Sibolga. The PBL approach led to higher test scores, improved critical thinking skills, increased student engagement, and a deeper understanding of the subject matter. These findings suggest that PBL is an effective teaching method that can be used to improve students' academic performance and foster a more interactive, student-centered learning environment.

DISCUSSION

The findings from this study indicate that the Problem-Based Learning (PBL) method has a significant positive impact on students' learning outcomes in Islamic Education at SMA Negeri 2 Sibolga. One of the primary reasons for this improvement is that PBL encourages students to actively engage with the material and apply their knowledge in real-life contexts. This shift from passive to active learning enabled students to develop critical thinking skills and deepen their understanding of Islamic teachings, a vital aspect in Islamic Education. The results demonstrate that students were not just memorizing

religious content, but were also able to think critically and relate Islamic principles to contemporary issues. The improved results observed in the experimental group can be attributed to the interactive nature of PBL. Unlike traditional methods that focus on direct instruction and rote memorization, PBL involves students in solving real-world problems that require collaborative thinking and discussion. The problem-solving tasks related to Islamic topics encouraged students to explore different perspectives, exchange ideas, and develop solutions based on Islamic values. This collaborative environment created a richer learning experience, fostering greater student involvement and engagement with the material. Furthermore, students in the experimental group reported higher levels of motivation and enthusiasm for learning. They expressed that the PBL method made the lessons more interesting and relevant to their lives. This increased motivation likely contributed to the improved academic performance observed in the post-test results. In contrast, students in the control group, who continued with traditional methods, did not report the same level of engagement or excitement about the subject, which may have contributed to their relatively smaller improvements in learning outcomes.

The increased critical thinking skills and the ability to apply Islamic teachings to real-world situations were among the most significant advantages of the PBL method. The activities prompted students to think beyond memorization and analyze Islamic teachings in a practical context. This approach helped students retain information better, as they were actively involved in the learning process rather than passively receiving knowledge. The focus on practical application of Islamic principles also helped students see the relevance of their studies to their daily lives, making the lessons more meaningful and impactful.

While the PBL method proved effective in improving student outcomes, several challenges were encountered during its implementation. One of the primary challenges was the initial resistance of some students to the more open-ended and collaborative learning style of PBL. Some students were accustomed to more structured, teacher-centered learning and found it difficult to engage with the problem-solving tasks at first. However, with guidance and practice, most students adapted to the new learning method and became more confident in their ability to work independently and collaboratively. Another challenge was time management. PBL activities took more time compared to traditional lessons, as students needed to discuss, research, and collaborate on solutions to problems. Teachers had to carefully manage lesson plans to ensure that all necessary content was covered within the available time frame. While this extended time requirement posed a challenge, the benefits of active learning, such as improved student engagement and deeper understanding, outweighed the extra time spent on each lesson.

In conclusion, the implementation of the PBL method in Islamic Education at SMA Negeri 2 Sibolga led to significant improvements in student learning outcomes. The active, collaborative learning environment encouraged students to engage more deeply with the material, develop critical thinking skills, and apply Islamic teachings in practical contexts. Although there were challenges related to student adaptation and time management, the positive impact on students' motivation, engagement, and understanding suggests that PBL is an effective teaching method. Moving forward, the method can be refined and adapted to address these challenges and further enhance the learning experience for students in Islamic Education.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) method at SMA Negeri 2 Sibolga has proven to be an effective approach in enhancing students' learning outcomes in Islamic Education. The PBL method successfully fostered active participation, critical thinking, and real-world application of Islamic principles, leading to improved academic performance and greater student engagement. Despite challenges such as student adaptation and time management, the overall benefits of PBL, including increased

motivation and a deeper understanding of the subject matter, indicate that it is a valuable teaching strategy for Islamic Education. Thus, integrating PBL into future teaching practices has the potential to significantly enhance students' learning experiences and academic achievements.

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