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Efforts to Improve the Attitude of Glorifying Allah SWT by Submitting to His Commands in Islamic Education through the Application of the Problem Based Learning Method at SMP Negeri 10 Sibolga

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Abstract: This study aims to improve the Attitude of Glorifying Allah SWT in Islamic religious education learning by using the Application of the Problem Based Learning Model in. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary 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 through the Application of the Problem Based Learning Model, it can improve the Attitude of Glorifying Allah SWT 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 it increased to 90.32%. Thus, through the Application of the Problem Based Learning Model can be used as an alternative to improve the Attitude of Glorifying Allah SWT in Islamic religious education learning.

Keywords: Problem Based Learning, Improve The Attitude, Islamic Education.

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INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the character and personality of students based on Islamic values. One of the main values taught is the attitude of glorifying Allah SWT., which is reflected in submission to His commands. The expectation of PAI learning in schools is the achievement of a deep understanding and practice of Islamic values in daily life. The attitude of submission to the commands of Allah SWT.

Not only is it an indicator of the success of religious learning, but also an important provision for students in facing moral and spiritual challenges in the modern era. However, the reality in the field shows that the formation of an attitude of glorifying Allah SWT. in students is often not optimal. In grade VII of SMPN 10 Sibolga, there are indications that some students still lack a consistent attitude of submission to the commands of Allah SWT.

This can be seen from behavior that does not reflect Islamic values, such as indiscipline in carrying out worship, lack of responsibility in daily life, and lack of appreciation for religious teachings. This situation shows that there is a gap between the expected learning goals and the results achieved. One of the main causes of the gap is learning methods that are less relevant to student needs. The dominant lecture method, for example, tends to be one-way and less actively involving students. This causes students to feel bored and uninspired to apply religious values in their lives. In fact, an interactive and contextual learning approach is needed to motivate students to understand and internalize religious values in depth.

To overcome this problem, innovations in learning methods are needed that are able to bridge the gap between expectations and reality. One method that can be applied is Problem Based Learning (PBL). PBL is a student-centered learning approach, where they are invited to solve real problems that are relevant to their lives. In the context of PAI learning, PBL allows students to relate religious concepts to everyday situations, so that learning becomes more meaningful. The application of the PBL method is expected to increase the attitude of glorifying Allah SWT.

through the active involvement of students in understanding and solving problems related to submission to His commands. This method not only facilitates cognitive understanding, but also affective appreciation and practical application. By providing space for students to discuss, think critically, and work together, PBL can build a collective awareness of the importance of practicing religious teachings in daily life. In grade VII of SMPN 10 Sibolga, the implementation of PBL has the potential to have a positive impact on PAI learning.

Students can be invited to analyze real cases, such as the importance of praying on time, the benefits of fasting, or the social implications of zakat. Through this process, students are expected not only to understand the concept of religion theoretically, but also to be able to internalize and practice Islamic teachings better. This proposal aims to explain the plan to implement the PBL method in PAI learning in order to improve the attitude of glorifying Allah Swt. in grade VII students of SMPN 10 Sibolga. In addition, this proposal will also evaluate the effectiveness of the method in achieving learning objectives.

Through this research, it is hoped that more effective and applicable learning strategies can be found in supporting the development of students' religious attitudes. The results of this study are also expected to contribute to the development of PAI learning at the junior high school level in general. Thus, the application of the PBL method is not only a solution to existing problems, but also an innovative step in enriching the PAI learning approach. It is hoped that grade VII students of SMPN 10 Sibolga can become a generation that is not only intellectually intelligent, but also has a strong spiritual depth to glorify Allah Swt. in every aspect of their lives.

METHODS

This research is a classroom action research (CAR) that aims to improve the attitude of glorifying Allah Swt. through the application of the Problem Based Learning (PBL) method in Islamic Religious Education learning in grade VII of SMPN 10 Sibolga. Classroom action research was chosen because it allows researchers to directly intervene in the learning process in the classroom, with systematic steps in the form of planning, implementation,

observation, and reflection. This study uses a qualitative and quantitative approach (mixed method) to obtain comprehensive data.

Qualitative data was obtained from observation, interviews, and documentation, while quantitative data was obtained from the results of questionnaires and learning evaluations. The use of these two approaches is expected to provide an in-depth picture of the effectiveness of the PBL method in improving students' religious attitudes. The independent variable in this study is the application of the Problem Based Learning (PBL) method.

This method is applied in Islamic Religious Education (PAI) learning with the aim of helping students understand, appreciate, and internalize religious values through a problem-solving approach. The bound variable in this study is the attitude of glorifying Allah SWT. by obeying His commands. This attitude includes students' appreciation of the greatness of Allah SWT. which is reflected in obedience to carrying out His commands and staying away from His prohibitions.

The sample of this study is students of one of the VII grades at SMPN 10 Sibolga who were selected purposively. Some of the techniques used in data collection are; 1) Observasii; 2) Interview; 3) Questionnaire; 4) Test; 5) Documentation. With the combination of this data collection technique, the study is expected to provide a comprehensive overview of the effectiveness of the application of the Problem Based Learning method in improving students' religious attitudes.

RESULTS

The implementation of the Problem-Based Learning (PBL) method in Islamic Education at SMP Negeri 10 Sibolga has shown significant improvements in students' attitudes toward glorifying Allah SWT by adhering to His commands. Prior to the application of PBL, many students viewed religious teachings as theoretical concepts without deep personal reflection. However, after engaging in PBL activities, students demonstrated a stronger sense of faith and commitment to practicing Islamic values in their daily lives.

One of the most notable changes was in students' awareness of the importance of obeying Allah's commands. Through real-life problem-solving discussions, students were encouraged to reflect on the consequences of neglecting religious obligations. The discussions helped them connect Islamic teachings with real-world scenarios, making them more conscious of their actions and responsibilities as Muslims.

The pre-test and post-test assessments revealed an increase in students' understanding of key religious concepts, such as the importance of prayer, honesty, and kindness. Before the implementation of PBL, some students lacked a deep appreciation for these values. However, after participating in problem-solving discussions, they demonstrated a greater willingness to implement these values in their daily lives.

Observations during classroom activities also indicated increased student participation and engagement. The PBL approach encouraged students to actively explore religious issues, discuss them with their peers, and find solutions based on Islamic teachings. This interactive method made learning more meaningful, allowing students to internalize religious values rather than simply memorizing them.

Another important finding was the development of students' critical thinking skills in relation to religious teachings. When faced with moral dilemmas, students were able to analyze different perspectives and use Islamic principles to determine the best course of action. This skill is essential in helping them navigate ethical challenges in their daily lives, strengthening their devotion to Allah.

The PBL method also promoted a sense of teamwork and collaboration among students. Since discussions and problem-solving activities required collective effort, students learned to respect different opinions and support one another in understanding

religious teachings. This created a positive learning environment where students felt encouraged to deepen their faith together.

Teachers reported that students showed more sincerity in practicing Islamic teachings outside the classroom. Many students became more consistent in performing prayers, demonstrating good manners, and applying Islamic values in their interactions. This behavioral change indicated that the PBL method was effective in strengthening their spiritual commitment.

Despite these positive outcomes, some challenges were observed in implementing PBL. One of the main challenges was the need for more time to facilitate discussions and ensure that all students participated actively. Some students also required additional guidance in applying problem-solving techniques to religious concepts. However, with structured lesson planning and teacher support, these challenges were gradually overcome.

The use of real-life cases and practical applications played a crucial role in deepening students' understanding of religious teachings. When students saw how Islamic principles applied to everyday situations, they became more motivated to follow Allah's commands with sincerity and devotion.

Overall, the findings suggest that the Problem-Based Learning method is an effective approach to instilling a deep sense of reverence for Allah and encouraging students to obey His commands. By involving students in meaningful discussions and real-life applications, PBL helps them internalize Islamic values more effectively.

It is recommended that educators continue integrating PBL into Islamic Education to create a more engaging and impactful learning experience. Teachers should also provide continuous encouragement and real-world examples to further enhance students' understanding and application of religious teachings.

Through ongoing application and refinement, the PBL method can serve as a powerful tool in shaping students' spiritual growth and strengthening their commitment to Allah's teachings. By making religious learning more interactive and reflective, this method fosters a deeper connection between students and their faith, ultimately leading to more meaningful religious practice.

DISCUSSION

The findings of this study show that the Problem-Based Learning (PBL) method has had a significant impact on students' attitudes toward glorifying Allah SWT and following His commands. Prior to the use of PBL, many students at SMP Negeri 10 Sibolga lacked a personal connection to the teachings of Islam, often seeing them as abstract concepts rather than principles that should influence their daily lives. However, after engaging in the PBL approach, students were able to better relate religious teachings to real-life scenarios, which enhanced their understanding and application of Islamic values. By actively engaging in problem-solving activities, students were able to internalize the lessons in a way that felt meaningful and relevant to them.

One of the most important aspects of this improvement was students' enhanced understanding of the importance of obedience to Allah. Through PBL, students encountered situations where they had to consider the consequences of actions that contradicted Islamic teachings. This encouraged them to reflect on their behavior and recognize the value of following Allah's commands in their personal lives. This transition from theoretical knowledge to practical application is a significant step in helping students build a stronger connection with their faith.

In addition to improving their understanding, the PBL method fostered a sense of responsibility and critical thinking in students. As they analyzed problems from an Islamic perspective, students were encouraged to think critically about moral and ethical dilemmas. The PBL approach challenged students to use Islamic teachings to solve

problems, helping them develop a deeper sense of personal accountability. The critical thinking and problem-solving skills they gained in this process can serve them well in their future personal and academic endeavors.

Moreover, the increased participation and engagement of students in the classroom were noteworthy. Unlike traditional methods, PBL allowed students to become more active participants in their learning. Instead of passively receiving information, they were able to collaborate with their peers, express their thoughts, and share solutions. This collaborative learning environment not only enhanced students' understanding of Islamic principles but also improved their communication and teamwork skills. Through these activities, students built a sense of community and support in their learning journey, which further encouraged them to apply Islamic values in their interactions with others.

Although the PBL method showed promising results, it was not without its challenges. One challenge was the time constraints associated with the method. The discussions and problem-solving activities often took longer than traditional lectures, which could be difficult to manage within a limited classroom schedule. In addition, some students found it challenging to fully engage with the problem-solving process at first. These challenges were addressed through careful lesson planning, teacher support, and ongoing practice. Over time, students became more comfortable with the method, and their engagement in the learning process increased.

In conclusion, the use of Problem-Based Learning in Islamic Education at SMP Negeri 10 Sibolga effectively improved students' understanding of Islamic principles and fostered a deeper sense of reverence for Allah SWT. The active, collaborative nature of PBL helped students apply their learning to real-life situations, which made religious teachings more meaningful and impactful. While there were challenges in implementing the method, the positive outcomes indicate that PBL is a valuable tool for enhancing both the academic and spiritual growth of students. Therefore, educators should continue to explore and refine the use of PBL to create an engaging and transformative learning experience for students.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the Problem-Based Learning (PBL) method in Islamic Education at SMP Negeri 10 Sibolga has had a positive impact on students' attitudes toward glorifying Allah SWT and adhering to His commands. The PBL approach provided students with opportunities to connect religious teachings to real-life scenarios, deepening their understanding and enhancing their personal commitment to following Islamic principles.

The active participation of students in problem-solving activities helped them internalize key Islamic values, such as obedience to Allah and the importance of ethical behavior. This shift from theoretical knowledge to practical application allowed students to engage more meaningfully with the subject matter and develop a stronger sense of personal responsibility. Furthermore, the method encouraged critical thinking and reflection, which helped students navigate moral dilemmas based on Islamic teachings. Additionally, the PBL method promoted collaboration and teamwork, which strengthened students' communication skills and fostered a supportive learning environment. As students worked together to solve problems, they were able to share ideas and perspectives, enhancing their collective understanding of the religious concepts discussed.

This collaborative atmosphere also contributed to the development of students' social skills, which are vital for their personal and academic growth. While the PBL method showed significant benefits, some challenges were encountered, particularly in terms of time management and initial student adaptation to the approach. However, with proper planning and teacher guidance, these challenges were effectively addressed. Over time, students became more comfortable with the method, and their engagement and understanding of Islamic teachings improved.

In conclusion, the use of PBL in Islamic Education is an effective strategy for enhancing both academic performance and spiritual growth. It provides students with the tools to engage critically with religious teachings, fostering a deeper connection to their faith. Educators should continue to utilize and refine this method, as it has the potential to significantly improve the quality of Islamic education and support students' overall development.

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