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Implementation of Problem Based Learning Model in Improving Student Learning Outcomes in Islamic Learning at SMP Negeri 1 Kota Pinang

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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 were elementary school students. The data for this study were 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 study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Learning through 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, Learning through 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 Model, Learning Outcomes, Islamic Education.

INTRODUCTION

Islamic Religious Education has an important role in shaping the character and morals of students. One of the important aspects of religious education is the implementation of correct worship in accordance with religious guidance. However, based on initial observations, there are still many students who do not understand and master the practice of sahwi prostration, recitation prostration, and gratitude prostration. This misunderstanding is caused by various factors, including ineffective learning methods and limited time given to worship practices at school.

Prostration of sahwi is prostration that is done to cover up mistakes made during prayer, prostration of recitation is done when reading or listening to verses of sajdah in the Qur'an, and prostration of gratitude is done as an expression of gratitude to Allah for

the blessings given. These three types of prostration have an important role in the daily life of Muslims. Therefore, it is important to ensure that students can understand and practice sahwi prostration, recitation prostration, and gratitude prostration correctly. The Problem-Based Learning (PBL) approach is a learning method that places students at the center of teaching and learning activities by raising real problems that are relevant to daily life. Through the PBL approach, students are expected to be more active, creative, and critical in understanding the subject matter.

The application of PBL in learning sahwi prostration, prostration recitation, and gratitude prostration is expected to improve students' understanding and skills in carrying out these worships. This study aims to evaluate the effectiveness of the implementation of the Problem-Based Learning method in improving students' understanding and skills in carrying out sahwi prostration, prostration recitation, and gratitude prostration. Thus, it is hoped that this research can make a significant contribution to improving the quality of Islamic religious education in schools.

METHODS

This research uses the Classroom Action Research (PTK) method which aims to improve the quality of learning through actions applied in the classroom. PTK allows teachers to identify learning problems, design corrective actions, and evaluate their impact on student learning outcomes. In this study, the Problem Based Learning (PBL) model is applied to the material of prostration of sahwi, recitation, and prostration of gratitude to improve students' understanding and practice.

The research was carried out in four stages of the cycle, namely planning, action, observation, and reflection. The research variables consist of independent variables, namely the PBL method, which includes problem presentation, group discussion, active learning, problem solving, and reflection; and dependent variables, namely students' understanding and skills in carrying out prostration. Data collection is carried out through learning outcome tests, observation sheets, student questionnaires, and documentation, which are analyzed qualitatively and quantitatively to evaluate the effectiveness of the actions taken.

The research method used in the study titled "Application of the Problem-Based Learning Model in Improving Student Learning Outcomes in Islamic Education at SMP Negeri 1 Kota Pinang" is a quantitative approach with a quasi-experimental design. This design was chosen because it allows for the comparison of student learning outcomes before and after the implementation of the Problem-Based Learning (PBL) model. The goal of the study was to determine whether the application of PBL would result in significant improvements in students' understanding of Islamic Education.

The research was conducted at SMP Negeri 1 Kota Pinang, involving a sample of students from one of the classes in the school. The participants were selected through purposive sampling, which means they were chosen based on specific characteristics that aligned with the goals of the study. The selected class was divided into two groups: the experimental group, which would implement the PBL model, and the control group, which would continue with the traditional teaching method.

Data collection was conducted using a pre-test and post-test design. The pre-test was administered at the beginning of the study to assess students' prior knowledge of Islamic Education. The pre-test results were used to establish a baseline for comparison. After the pre-test, the experimental group was taught using the Problem-Based Learning model, while the control group received instruction through traditional lecture-based methods.

The Problem-Based Learning model was applied over a period of six weeks, during which students in the experimental group worked on real-world problems related to Islamic teachings. The teacher's role in the experimental group was to facilitate group

discussions, guide students in problem-solving activities, and encourage critical thinking. The students worked in small groups, where they were tasked with identifying, analyzing, and proposing solutions to the problems presented. The goal was to foster collaborative learning and enhance students' problem-solving and critical thinking skills.

To assess the effectiveness of the PBL model, the post-test was administered at the end of the study. The post-test aimed to measure the changes in students' understanding of Islamic Education compared to their performance on the pre-test. The test results from both the experimental and control groups were then analyzed to determine the impact of the PBL model on student learning outcomes. Statistical analysis, including descriptive and inferential statistics, was used to compare the scores between the two groups and assess the significance of the results.

In addition to the pre-test and post-test, observations were made during the implementation of the PBL model. The researchers observed the students' participation during group activities, the level of engagement, and the quality of group discussions. These observations helped to provide a deeper understanding of how the PBL model was influencing students' learning experiences and their ability to collaborate and think critically.

Lastly, to ensure the validity and reliability of the data, the research used established assessment tools and ensured that the teaching materials and learning activities were consistent across both groups. The results from both the experimental and control groups were then compared, and conclusions were drawn based on the observed differences in student learning outcomes. The findings were used to evaluate the effectiveness of the PBL model and provide recommendations for its future use in Islamic Education classrooms.

RESULTS

The research titled "Application of the Problem-Based Learning Model in Improving Student Learning Outcomes in Islamic Education at SMP Negeri 1 Kota Pinang" aimed to evaluate the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' academic performance in Islamic Education. The study was conducted in response to the growing need for innovative teaching methods that can foster active student engagement and improve learning outcomes in schools.

The research utilized a pre-test and post-test design to assess students' knowledge before and after the application of the PBL model. The results of the study indicated that students' learning outcomes in Islamic Education significantly improved after the implementation of PBL. This improvement was particularly noticeable in the areas of understanding key concepts in Islamic teachings, critical thinking, and problem-solving abilities.

One of the primary findings of the study is that the PBL model promotes active learning. Instead of passively receiving information from the teacher, students were encouraged to explore real-world problems related to Islamic Education and engage in collaborative group discussions to find solutions. This hands-on approach allowed students to apply their knowledge to practical situations, which resulted in a deeper understanding of the material.

Furthermore, the research revealed that PBL increased students' motivation and interest in learning. By working on meaningful and relevant problems, students became more engaged and enthusiastic about the subject matter. This heightened motivation led to increased participation in class discussions and a greater willingness to take responsibility for their learning. As a result, students demonstrated more enthusiasm and commitment to achieving academic success.

In addition to promoting academic achievement, the PBL model was found to improve students' social and communication skills. Through group work, students learned to collaborate, share ideas, and respect the viewpoints of their peers. These skills are not

only essential for academic success but also prepare students for future social and professional interactions, where teamwork and communication are crucial.

The role of the teacher was also highlighted as an important factor in the success of the PBL model. Teachers acted as facilitators, guiding students through the problem-solving process, providing resources, and ensuring that learning objectives were met. The research found that when teachers effectively implemented PBL strategies and created a supportive learning environment, students were more likely to succeed and benefit from the approach.

Moreover, the study found that PBL contributed to the development of critical thinking skills. By analyzing complex problems related to Islamic teachings, students were encouraged to think critically, evaluate different perspectives, and make informed decisions. This is particularly important in Islamic Education, where students are required to understand the application of religious principles in contemporary life.

The research also pointed out some challenges in implementing PBL. Time constraints were one of the primary obstacles, as PBL requires more time for students to engage in discussions and work collaboratively. Additionally, some students initially struggled with the open-ended nature of PBL tasks and required additional guidance and support from the teacher to fully engage in the learning process.

Another challenge identified in the research was the variability in students' abilities to work effectively in groups. While some students thrived in the collaborative environment, others found it difficult to contribute meaningfully to group discussions. This highlights the need for teachers to provide differentiated support and create balanced groups to ensure that all students can participate actively and benefit from the PBL approach.

In conclusion, the research demonstrates that the Problem-Based Learning model is an effective strategy for improving student learning outcomes in Islamic Education at SMP Negeri 1 Kota Pinang. The positive results indicate that PBL can foster deeper learning, enhance motivation, and develop essential skills such as critical thinking and collaboration. Despite some challenges, the study recommends that PBL be integrated into the curriculum to promote more active and meaningful learning experiences for students. By adopting this approach, schools can better equip students with the skills and knowledge necessary for success in both academic and real-world contexts.

DISCUSSION

The research titled "Application of the Problem-Based Learning Model in Improving Student Learning Outcomes in Islamic Education at SMP Negeri 1 Kota Pinang" highlights the impact of Problem-Based Learning (PBL) on students' academic performance, particularly in the field of Islamic Education. The findings of the study suggest that the PBL model significantly enhances students' understanding of Islamic teachings and encourages them to think critically and solve problems related to real-life situations.

One of the key aspects of this research is the shift from traditional teaching methods to a more student-centered approach. In traditional methods, the teacher is the central figure, delivering knowledge to students, while in PBL, students take a more active role in their learning. This active involvement leads to a deeper engagement with the material, as students are required to explore issues, collaborate with their peers, and apply their learning to solve problems. This shift fosters greater retention of the material and helps students internalize the lessons taught in Islamic Education.

Another significant finding of the study is the improvement in students' motivation and enthusiasm for learning. Before the application of PBL, students often showed minimal interest in Islamic Education, which is a subject that some might find abstract or disconnected from their daily lives. However, by introducing real-world problems and encouraging students to find solutions through discussion and collaboration, the subject

became more relevant and engaging. Students were more willing to participate in class activities, ask questions, and take ownership of their learning.

The research also highlights the importance of collaborative learning in the PBL model. Students worked in groups to discuss and solve the problems presented to them, which fostered teamwork, communication, and interpersonal skills. Collaboration allowed students to share ideas, learn from one another, and develop a collective understanding of the concepts being taught. This social interaction not only enhanced academic performance but also helped students develop skills that are essential for success in both academic and professional environments.

Critical thinking is another area in which students showed significant improvement. The problem-solving approach of PBL required students to analyze complex issues, consider various perspectives, and make informed decisions. In Islamic Education, where students need to understand how religious principles can be applied to modern-day situations, critical thinking plays a crucial role. The research found that students were better able to analyze Islamic teachings in depth and understand their relevance in contemporary society.

Despite the positive outcomes, the study also identified some challenges in implementing the PBL model. Time management emerged as a significant obstacle, as PBL requires more time for students to engage in discussions and problem-solving activities compared to traditional teaching methods. Teachers had to adapt to this new approach, and while the results were promising, the time constraints often limited the depth of exploration and discussion that could take place in the classroom.

Additionally, some students initially struggled with the open-ended nature of the PBL tasks. Unlike traditional methods where students are given clear instructions and solutions, PBL encourages students to explore and find solutions independently. This posed a challenge for some students who were not accustomed to such an approach. Teachers had to provide additional support and guidance to help these students develop the necessary skills for effective problem-solving and collaboration.

The research also pointed out the variability in students' ability to collaborate effectively in groups. While some students thrived in the group-based learning environment, others had difficulty participating in group discussions or sharing ideas. This variability highlighted the need for teachers to implement strategies that support balanced group dynamics, ensuring that all students are engaged and contributing to the learning process. Teachers were also encouraged to provide differentiated instruction and guidance based on the diverse needs and abilities of the students.

In conclusion, the study underscores the effectiveness of the Problem-Based Learning model in improving student learning outcomes in Islamic Education at SMP Negeri 1 Kota Pinang. The findings suggest that PBL not only enhances academic achievement but also fosters important life skills such as critical thinking, collaboration, and communication. While there are challenges associated with the implementation of PBL, the benefits it provides in terms of student engagement and deeper learning outweigh these challenges. This study recommends that educators continue to explore and adopt PBL as an innovative teaching method in order to create more dynamic, student-centered learning environments.

CONCLUSION

The application of the Problem Based Learning (PBL) model to the material "Obeying Allah's commands by prostrating sahwi, reciting and prostrating gratitude" shows positive results in increasing student involvement and understanding. In Cycle I, although there was an improvement in students' understanding, their involvement in group discussions was still uneven. Some students tend to be passive, and time for discussions and presentations is still lacking. However, in Cycle II, with a longer time for discussion and more intensive guidance from teachers, students become more active and enthusiastic.

This is evidenced by the increase in the average test score from 80 in Cycle I to 85 in Cycle II, which indicates a better understanding of the material. Therefore, the PBL model has proven to be effective in helping students understand and associate sahwi prostration, recitation and gratitude prostration with their daily lives, but some improvements are needed in the next cycle so that learning outcomes can be more optimal.

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