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IMPLEMENTATION OF THE PROBLEM-BASED LEARNING METHOD TO IMPROVE THE UNDERSTANDING OF GRADE X GPI STUDENTS AT SMK NEGERI 4 MEULABOH ON MORALS IN ISLAM

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Abstract: Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morals. One key aspect is moral education, which aims to instill Islamic ethical and moral values in daily life. However, around 60% of students at SMK Negeri 4 Meulaboh struggle to grasp the concept of Islamic morals. This issue is reflected in their low minimum competency scores (KKM), primarily due to the monotonous and unengaging lecture-based teaching method commonly used by teachers, which quickly leads to boredom. To address this problem, an alternative approach is needed to ensure students can effectively absorb moral education. One potential solution is the implementation of the Problem-Based Learning (PBL) method. This study aims to analyze the effectiveness of PBL in improving students' understanding of moral education in Islam. The research follows a Classroom Action Research (CAR) methodology, conducted in two cycles.

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morals. One of the main aspects of PAI is moral education, which aims to instill Islamic moral and ethical values in daily life. This is especially important for vocational high school (SMK) students, who are being prepared to enter the workforce. The industry not only requires skilled workers but also individuals with discipline, responsibility, and good work ethics.

However, in practice, moral education in vocational schools still faces various challenges. Based on preliminary observations in Grade X GP1 at SMK Negeri 4 Meulaboh, approximately 60% of students struggle to understand Islamic moral concepts and relate them to daily life. This is reflected in their low daily test scores, where the average student score is only 70, below the minimum competency standard (KKM) of 75. Additionally, interviews with other PAI teachers indicate that many students lack enthusiasm in learning, particularly when lessons are delivered through lecture-based methods.

To address this issue, a more interactive, contextual, and problem-solving-based learning method is needed. One approach that can be applied is Problem-Based Learning (PBL). This method emphasizes real-world problem-solving, encouraging students to think critically, discuss, and find solutions to various moral issues they commonly encounter in daily life. By implementing PBL, students in Grade X GP1 at SMK Negeri 4 Meulaboh are expected not only to understand Islamic moral concepts theoretically but also to apply them in their daily lives, including in the workplace.

Therefore, this study aims to analyze the effectiveness of the Problem-Based Learning method in improving students' understanding of Islamic moral education and measuring its impact on students' behavioral changes both within and outside the school environment

METHODS

The research conducted is Classroom Action Research (CAR), which focuses on efforts to transform the current real-life conditions into the desired state. This qualitative research aims to improve and find solutions to real and practical problems in enhancing the quality of classroom learning, based on direct interactions between teachers and students during the learning process.

Following the selected research method, which is Classroom Action Research, this study adopts the action research model proposed by Kemmis and McTaggart (1990:14), as cited by Wijaya Kusumah and Dedi Dwitagama (2010:20-21). This model follows a spiral cycle that progresses from one cycle to the next. Each cycle consists of four key stages: planning, action, observation, and reflection. In the next cycle, the process continues with a revised plan, followed by action, observation, and reflection. Before proceeding to Cycle I, a preliminary action is conducted, which involves problem identification, commonly referred to as the pre-cycle phase.
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RESULTS

Before conducting the research, the researcher administered a pre-test to the students This pre-test was conducted to assess students' learning outcomes before the implementation of the Problem-Based Learning (PBL) method.

Table 1. Students' Learning Outcomes Before the Implementation of the Problem-Based Learning (PBL) Method

No	Name	L/P	Score KKM	Score	P	NP
1	Anisah putri	P	75	75	√	
2	Argustian	L	75	50		√
3	Ayu Sarifah	P	75	75	√	
4	FAIZ MARIANSYAH	L	75	50		√
5	FAJAR FADILLA	L	75	55		√
6	Fakhri Ramadhan	L	75	50		√
7	Kaisar Ananda	L	75	75	√	
8	KHAIRUL PAMI	L	75	60		√
9	Muhammad Ali Akbar	L	75	60		√
10	MUHAMMAD FARHAN	L	75	60		√

No	Name	L/P	Score KKM	Score	P	NP
11	Muhammad Martunis	L	75	75	√	√
12	Muhammad Nazaruddin	L	75	75	√	
13	Muhammad Risky Fadly	L	75	55		√
14	Mustajab khafizh	L	75	75	√	
15	OVELIA FITRIAN SIVAZTKY	P	75	75	√	
16	Putra Pranata	L	75	50		√
17	Rehan Febriansyah	L	75	50		√
18	Said Ramadhana	L	75	60		√
19	Teuku Rajaneh Al – Safwi	L	75	45		√
20	Wahyu Muhitdbudin	L	75	50		√
21	Zahratun Salsabila	P	75	75	√	
	Number			1295		
	Average Score			61.67		
	Score Persentase			38.10%		

Explanation:

P = Passed

NP = Not Passed

Based on the results of the pre-test conducted before the implementation of the PBL method in Table 1, most students scored below the Minimum Mastery Criteria (KKM). The Pre-Cycle results obtained during the pre-research phase showed a learning mastery percentage of 38.10%. The lowest score in the pre-cycle was 45, while the highest score was 75. The average score in the pre-cycle was 61.67. In the pre-test, out of 21 students, 8 students achieved the KKM score, while 13 students had not yet reached the KKM score. The average pre-test score was still low, indicating that their understanding of the subject of Morals in Islam was insufficient.

Cycle I

Planning

In the planning stage of Cycle 1, a series of preparations were made to ensure that the Problem-Based Learning (PBL) method could be effectively implemented in the teaching of Morals in Islam for Class X GP1 at SMK Negeri 4 Meulaboh. The teacher developed a PBL-based lesson plan (RPP), designed research instruments, prepared learning media and resources, scheduled the time, and organized group distribution.

Implementation

This stage is the implementation of the lesson plan (RPP) or teaching module designed following the Problem-Based Learning (PBL) method. After the implementation of the Problem-Based Learning (PBL) method in Cycle I, students showed an improvement in their understanding of the subject Morals in Islam, as reflected in the learning test results obtained by the students.

Tabel 2. Cycle I Learning Outcome Table

No	Name	L/P	Score KKM	Score	P	NP
1	Anisah putri	P	75	80	√	
2	Argustian	L	75	65		√
3	Ayu Sarifah	P	75	75	√	
4	FAIZ MARIANSYAH	L	75	70		√
5	FAJAR FADILLA	L	75	70		√
6	Fakhri Ramadhan	L	75	70		√

No	Nama	L/P	Score KKM	Score	P	NP
7	Kaisar Ananda	L	75	78	√	
8	KHAIRUL PAMI	L	75	68		√
9	Muhammad Ali Akbar	L	75	70		√
10	MUHAMMAD FARHAN	L	75	75	√	
11	Muhammad Martunis	L	75	78	√	
12	Muhammad Nazaruddin	L	75	77	√	
13	Muhammad Risky Fadly	L	75	65		√
14	Mustajab khafizh	L	75	77	√	
15	OVELIA FITRIAN SIVAZTKY	P	75	76	√	
16	Putra Pranata	L	75	65		√
17	Rehan Febriansyah	L	75	65		√
18	Said Ramadhan	L	75	75	√	
19	Teuku Rajaneh Al-Safwi	L	75	75	√	
20	Wahyu Muhidbudin	L	75	70		√
21	Zahratun Salsabila	P	75	78	√	
	Number			1.598		
	Average Score			76.1		
	Score Persentase			52.39%		

Explanation:

P = Passed

NP = Not Passed

Based on Table 2, in Cycle I, it was found that out of 21 students, 11 students had achieved mastery in understanding the subject Morals in Islam, while 10 students had not yet reached mastery. The mastery comprehension rate achieved in Cycle I was 52.39%, with an average score of 76.1. The highest score was 80, and the lowest score was 65. In Cycle I, students experienced a 14.29% improvement in learning outcomes compared to the pre-test results conducted before the research.

Cycle II

Planning

he planning stage in Cycle II was the same as in Cycle I. The teacher developed a PBL-based lesson plan (RPP), designed research instruments, prepared learning media and resources, scheduled the time, and organized group distribution.

Implementation

The implementation stage in Cycle II continued the execution from Cycle I, following the Problem-Based Learning (PBL) method. After the implementation of the Problem-Based Learning (PBL) method in Cycle II, students showed an improvement in their understanding of the **subject Morals in Islam,** as reflected in the learning test results obtained by the students.

Tabel 3. Student Learning Outcomes in Cycle II

No	Nama	L/P	Score KKM	Score	P	NP
1	Anisah putri	P	75	85	√	
2	Argustian	L	75	75	√	
3	Ayu Sarifah	P	75	80	√	
4	FAIZ MARIANSYAH	L	75	80	√	
5	FAJAR FADILLA	L	75	78	√	
6	Fakhri Ramadhan	L	75	75	√	

No	Name		KKM	Score	P	NP
7	Kaisar Ananda	L	75	80	√	
8	KHAIRUL PAMI	L	75	78	√	
9	Muhammad Ali Akbar	L	75	78	√	
10	MUHAMMAD FARHAN	L	75	75	√	
11	Muhammad Martunis	L	75	80	√	
12	Muhammad Nazaruddin	L	75	77	√	
13	Muhammad Risky Fadly	L	75	70		√
14	Mustajab khafizh	L	75	79	√	
15	OVELIA FITRIAN SIVAZTKY	P	75	76	√	
16	Putra Pranata	L	75	72		√
17	Rehan Febriansyah	L	75	73		√
18	Said Ramadhan	L	75	80	√	
19	Teuku Rajaneh Al-Safwi	L	75	80	√	
20	Wahyu Muhidbudin	L	75	75	√	
21	Zahratun Salsabila	P	75	80	√	
	Number			1.626		
	Average Score			77.43		
	Score Persentase			85.71%		

Explanation:

P = Passed

NP = Not Passed

Based on Table 4.3, there was an improvement in student learning outcomes in Cycle II. The students' learning mastery increased from 52.39% to 85.71%. A total of 18 students achieved mastery in learning the topic Environmental Changes, while 3 students had not yet reached mastery. The highest score in Cycle II was **85**, and the lowest score was 70. The average student score in Cycle II was 77.43. In Cycle II, students experienced a 33.32% improvement in learning outcomes compared to the test scores obtained in Cycle I.

Tabel 4. Comparison of Student Learning Improvement Between Cycles

Comparison Components	Initial State	Cycles I	Cycles II
Rata-rata	61.67	76.1	77.43
Nilai tertinggi	75	80	85
Nilai terendah	45	65	70
Jumlah siswa yang tuntas	8	10	18
Persentase siswa yang tuntas	38.10%	52.39%	85.71%

Tabel 5. Comparison Of activiness and Participant Improvement Students Across Cycles

No	Observed Aspects	Cycles I		Cycles II	
		Number of Motivated Students	Persentase	Number of Motivated Students	Persentase
1.	Paying attention to the teacher's explanation	10	47.61 %	15	71.42 %

2.	Collaborating in group discussions	13	61.90%	18	85.71 %
3.	Completing assignments in groups	13	61.90%	18	85.71 %
4.	ompleting exercises individually	15	71.42 %	20	95.23%
5.	Actively and orderly participating in learning	15	71.42 %	20	95.23%
	Average Student Motivation (%)		62.85%		86.66%

It is evident that there is an increase in the category of student motivation in the learning process from Cycle I to Cycle II. This indicates that the implementation of the Problem-Based Learning (PBL) Method has had a positive impact on improving student activeness and participation in learning. Overall, the implementation of the Problem-Based Learning (PBL) Method has successfully enhanced the activeness and learning outcomes of Class X GPI students at SMK Negeri 4 Meulaboh in the 2024/2025 academic year, making them better.

DISCUSSION

Before conducting this classroom action research, the teaching system was still conventional. The teacher explained the lesson, while students merely listened, making the learning process tend to be passive. This passive learning condition affected the scores of Class X GP1 students at SMK Negeri 4 Meulaboh in the 2024/2025 academic year in the subject Morals in Islam. Therefore, this research was conducted to improve students' understanding and learning outcomes using the Problem-Based Learning (PBL) method. From observations during Cycle 1, student activeness increased, but additional strategies were still needed to encourage more equitable participation. Several improvements in student activeness and participation were observed, (1) 62.85% of students were more active in discussions than before, (2) Most students dared to express their opinions during the presentation of discussion results, (3) Some students remained passive, especially those unfamiliar with the discussion method, (4) The teacher still needed to guide discussions more effectively to ensure all students were actively involved.

After Cycle 1, students were given a questionnaire to assess their experience with PBL-based learning. Most students found this method more engaging and helpful, but they still needed further guidance to understand concepts more deeply. After reflecting on Cycle 1, Cycle 2 was designed with several improvements in the implementation of the Problem-Based Learning (PBL) method to enhance students' understanding of Morals in Islam. Based on observations, there was a significant increase in student activeness and participation compared to Cycle 1, (1) 86.66% of students actively participated in discussions (an increase from 60.96% in Cycle 1, (2) All students participated in expressing their opinions (compared to Cycle 1, where some students were still passive), (3) Students' enthusiasm in completing assignments increased due to clearer roles within groups (4) The teacher found it easier to guide discussions as students had become more accustomed to the PBL method.

CONCLUSION

Based on the results of the Classroom Action Research (CAR) conducted over two cycles on the implementation of the Problem-Based Learning (PBL) method to enhance the understanding of Class X GP1 students at SMK Negeri 4 Meulaboh in the subject Morals in Islam, the following conclusions can be drawn, (1) The Problem-Based Learning (PBL) method has proven to be effective in improving students' understanding of Morals in

Islam. This is evidenced by the increase in students' average scores from 38.10% in the pre-test, to 52.39% in Cycle 1, and further improving to 85.71% in Cycle 2, (2) Student activeness and participation in learning have increased. In Cycle 1, around 62.85% of students actively participated in discussions, whereas in Cycle 2, this increased to 86.66% (3) Students found it easier to understand the concepts of Morals in Islam through a problem-solving approach. Most students felt more confident in discussions, more willing to express their opinions, and showed greater enthusiasm for learning, (4) The effectiveness of learning improved due to several refinements in Cycle 2, such as clearer role assignments within groups, more intensive teacher guidance, and the use of case studies that were more relevant to students' lives (5) Survey results showed that 85% of students felt that the PBL method helped them understand the material better compared to the traditional lecture-based method previously used.

From these findings, it can be concluded that the Problem-Based Learning (PBL) method is an effective and relevant approach to enhancing students' understanding and engagement in learning Morals in Islam.

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