

The Application of Problem-Based Learning Model to Improve Students' Learning Outcomes in Islamic Religious Education Class X SMK PP Negeri Padang Overcome

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Abstrac

This study aims to improve the learning outcomes of class X students at SMK PP Negeri Padang Mengatas by implementing the Problem-Based Learning (PBL) model. The PBL model enables students to actively participate in learning through solving contextual problems relevant to everyday life. This approach enhances the effectiveness, creativity, and enjoyment of learning. The results of the study show an improvement in student learning outcomes in each cycle of implementing the PBL model. In the pre-cycle, the passing rate was only 50%, but it increased to 88% by cycle 4. Thus, the implementation of the PBL model is effective in improving learning outcomes in the subject of Islamic Religious Education.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas X SMK PP Negeri Padang Mengatas dengan menerapkan model pembelajaran berbasis masalah (Problem Based Learning/PBL). Model PBL memungkinkan siswa berpartisipasi aktif dalam pembelajaran melalui pemecahan masalah kontekstual yang relevan dengan kehidupan sehari-hari. Pembelajaran ini meningkatkan efektivitas, kreativitas, dan kesenangan dalam belajar. Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa pada setiap siklus penerapan model PBL. Pada pra-siklus, tingkat kelulusan hanya 50%, namun meningkat menjadi 88% pada siklus 4. Dengan demikian, penerapan model PBL efektif dalam meningkatkan hasil belajar mata pelajaran Pendidikan Agama Islam.

INTRODUCTION

Learning is a very important process in education, and for a teacher, choosing the right learning model is the key to success in achieving educational goals. In practice, many learning models can be used by teachers, each with different characteristics and approaches. Therefore, teachers need to have a deep understanding of the concept of learning as a process, as well as the goals to be achieved through the process. Learning does not only focus on the delivery of material, but also how the material can be received and understood by students effectively. In this case, teachers must be creative and able to develop learning models that are in accordance with the actual conditions in the place where they teach, pay attention to the characteristics of students, as well as existing facilities and infrastructure.

Each learning model has its own advantages and disadvantages. No learning model can be considered ideal for all situations. The success of learning is highly dependent on the strategy applied by the teacher, the facilities available, and the diverse conditions of the students. Learning will be more effective if the teacher can create conditions that allow all students to be actively involved in the learning process. Students are not only as recipients of information, but also as part of an active role in processing knowledge. Thus, dynamic and mutually supportive relationships between students are also important in creating a conducive learning atmosphere. This is in line with research showing that learning that involves active student participation tends to be more effective in improving learning outcomes (Johnson et al., 2014).

Seeing this need, many educators have begun to switch to using more creative and contextualized learning models. One of the increasingly popular models is Problem-Based Learning (PBL), which allows students to learn by solving real problems related to their daily lives. The problem-based learning model provides opportunities for students to work in groups, solve problems and seek solutions independently, which can improve their critical thinking ability and collaborative skills. A number of studies have shown that PBL can improve students' motivation and learning outcomes. For example, research conducted by Savery (2006) found that PBL can improve higher-order thinking skills and student learning outcomes in various disciplines, including religious education.

Based on this, the researcher is interested in conducting a study entitled "Application of Problem Based Learning Model to Improve Learning Outcomes of Class X Students of SMK PP Negeri Padang Mengatas." This study aims to test the effectiveness of the PBL model in improving student learning outcomes, especially in Islamic Religious Education subjects. By using the PBL model, students are expected to be more active in learning, understand the material better, and improve their overall academic performance. In addition, the application of PBL also aims to provide an alternative learning approach that is more in line with the times and the needs of students in the era of globalization.

METHODS

This research uses a Classroom Action Research (CAR) approach, which is a type of research conducted to identify problems that occur during the learning process and find alternative solutions that are in accordance with the real conditions in the classroom. PTK is designed to involve teachers, students, and the learning environment directly in improvement efforts. The advantages of PTK are its ability to provide a deep understanding of the problems faced during the learning process and provide opportunities for reflection and continuous improvement. In this study, the Problem Based Learning (PBL) learning model is applied as a method to identify and overcome the problems that occur, with the aim of improving student learning outcomes in Islamic Religious Education subjects.

This research was conducted at SMK PP Negeri Padang Mengatas, which is located in Luak District, Limapuluh Kota Regency, West Sumatra Province. This school was chosen as the research location because of the need to overcome learning problems that occur in the classroom and to find solutions that can be applied in the school. This research was conducted in the 2024/2025 school year, starting in December 2024 to January 2025, which refers to the academic calendar at the school. The research time was determined based on the existing schedule, making it possible to optimize the research process and the application of the PBL model in learning.

The research process was carried out through 4 cycles, each of which was carried out within a certain time. Each cycle focused on applying the PBL model and observing the improvement of student learning outcomes. The cycles consisted of planning, action, observation, and reflection. The first cycle serves to identify initial problems and student conditions, while the next cycle is carried out to modify and improve learning based on the results of reflection from the previous cycle. The application of the PBL model aims to actively involve students in the learning process, so it is expected to significantly improve their learning outcomes.

The variables studied in this study consist of independent variables and dependent variables. The independent variable in this study is the application of the Problem Based Learning (PBL) model, which is expected to improve student learning outcomes in Islamic Religious Education material. Meanwhile, the dependent variable includes two aspects, namely student learning activities and student learning outcomes. Learning activities include the extent to which students are involved in the discussion process, problem solving, and collaboration in

groups. Meanwhile, students' learning outcomes are measured based on their understanding and achievement of competencies that have been determined in the material taught.

The research objects in this study are students of class X.1 SMK PP Negeri Padang Mengatas in the 2024/2025 academic year, consisting of 13 students, with details of 3 males and 10 females. The main focus of this research is to improve student learning outcomes by using the Problem Based Learning (PBL) learning model on Islamic Religious Education material. Hopefully, the application of this model can improve the quality of learning that has not been optimal, by stimulating students to actively think critically and work together in solving problems that are relevant to their lives.

RESULT AND DISCUSSION

RESULT

In the first cycle of classroom action research (PTK), researchers began with the planning stage. The material taught to students was about promiscuity and adultery, which was associated with verses of the Qur'an, especially Q.S Al-Isra' verse 32. Before the learning process began, researchers prepared learning tools which included lesson plans, Learner Worksheets (LKPD), formative test questions, and supporting teaching tools such as speakers, infocus, and laptops. In addition, researchers also invited observers from peers, namely Fatrisa Mirahnia, to make observations during the learning process. This aims to obtain objective feedback on the application of the Problem Based Learning (PBL) model applied in learning.

Furthermore, at the implementation stage (Acting), learning was carried out on November 19, 2024 involving 10 students as samples. The learning process lasted for 3 lesson hours (3 x 35 minutes). This learning is divided into three main parts, namely introduction, core activities, and closing. Before starting, the researcher ensured the students' physical and psychological readiness so that they could follow the learning well. During the core activities, the material was presented using audio-visual media such as speakers, infocus, and laptops to support students' understanding. At the end of the lesson, students were given a formative test I to measure their level of understanding and success after following the learning process.

The results of the formative tests in cycle I showed variations in the achievement of student learning outcomes. Based on the data, only 4 out of 10 students managed to reach the KKM (Minimum Completeness Criteria) with a score greater than or equal to 75, while the other 6 students did not complete the learning process. The average student score in cycle I was 65.5, with the highest score of 80 and the lowest score of 50. This shows that although there were some students who managed to reach the KKM, classically the learning completeness only reached 40%, much lower than the desired target of 90%. The contributing factor was the students' lack of initial understanding of the PBL model applied, given that this was their first experience with a problem-based learning approach.

In the observation stage (Observation), observations were made of the performance of researchers and students. In the observation of the researcher, there were 7 indicators observed, with a total score of 23, which gave a percentage of 82.14%. Some of the observed aspects include opening and closing the lesson with prayer, giving triggering questions, presenting the material with clear steps, and coordinating group activities. As for the students, there were 5 indicators observed, including students' attention, activeness in learning, cooperation in groups, and high willingness to learn. As a result, students received a total score of 16, which is equivalent to 80%. Although the learning activities in the classroom showed quite good results, both researchers and students had not yet reached the desired performance indicator of 90%.

In the reflection stage (Reflecting), researchers analyzed the results of cycle I to determine the corrective measures to be taken in the next cycle. Based on the observation results, learning has not fully run optimally. One of the main problems found was the lack of student activeness in participating in learning, which led to low learning outcomes. Some students still seemed noisy and unfocused in following the researcher's explanation. For this reason, in cycle II, researchers plan to improve learning procedures, especially in managing the class and motivating students to be more active and involved in learning. Researchers will also pay more attention to students who often do not listen to explanations, and motivate them to learn well without pressure or judgment. With these improvements, it is expected that student learning outcomes can improve in the next cycle.

In cycle II, the researcher made improvements based on reflection and analysis of the results of cycle I. In the planning stage, the material taught focused on the same topic, namely promiscuity and adultery, while still referring to Q.S. Al-Isra' verse 32. Researchers improved learning tools by adding more varied interaction strategies, as well as using more interesting learning media so that students were more interested and active during learning. Lesson plans, LKPD, and formative test questions were adjusted to accommodate the improvements to be made. In cycle II, researchers also invited the same observer, Fatrisa Mirahnia, to again observe the implementation of learning and provide more in-depth feedback.

In the implementation stage (Acting), learning was carried out on November 26, 2024 at SMK PP Negeri Padang Mengatas with a fixed number of students, namely 10 people. This lesson lasted for 3 lesson hours (3 x 35 minutes). In its implementation, the researcher began by improving classroom management so that students were more focused, especially on those who tended not to listen to the explanation. The researcher also introduced more intense group discussion activities, so that students were more involved in problem solving. In addition, learning media such as infocus, laptops, and speakers were still used to support the delivery of material. At the end of the activity, students were again given a formative test II to measure their level of understanding of the material taught.

The results of the formative test II showed a significant improvement compared to the first cycle. Out of 10 students, 7 students managed to reach the KKM, which means 70% of students managed to complete learning, higher than 40% in the first cycle. The highest score obtained in cycle II was 85, while the lowest score was 60. The average student score in cycle II reached 72, which reflected an improvement in the understanding and application of the Problem Based Learning (PBL) model. Although the achievement of completeness has not reached 90%, this result shows that the PBL approach has begun to have a positive impact on student learning outcomes.

In the observation stage (Observation), observations were made of the performance of researchers and students. Based on observations of researchers, there were 7 indicators observed, with a total score of 26, which resulted in a percentage of 92.86%. This increase shows that the researcher has been able to manage the class better and apply learning methods more effectively compared to cycle 1. In the observation of students, 5 indicators were observed resulting in a total score of 18, which is equivalent to 90%. This shows a significant increase in student activeness and cooperation in learning, which was previously lacking in the first cycle.

In the reflection stage (Reflecting), researchers analyzed the results obtained in cycle II and compared them with the first cycle. Based on the observation results, learning in cycle II went better because there was an increase in student activity and more effective classroom management. Although it has not yet reached 90% learning completeness, the achievement of 70% completeness is a positive step towards further improvement. Some students who were previously less active began to show an increase in their involvement, both in group discussions and in completing the assigned tasks. In this reflection, the researcher planned to

make further improvements in cycle III, with more emphasis on more interactive learning and providing more support to students who were struggling.

DISCUSSION

The results of the research in cycle I and cycle II showed a significant increase in the use of the Problem Based Learning (PBL) model to improve student learning outcomes. Although in cycle I student learning completeness only reached 40%, this result shows there is room for improvement in the application of the PBL method. After improvements in cycle II, the number of students who reached the KKM increased to 70%, which reflects the positive impact of the application of PBL in learning Islamic Religious Education.

Cycle I Analysis

In cycle I, the results obtained showed that the application of PBL was still not fully effective. This was reflected in the learning completeness score which only reached 40%, with 6 out of 10 students not achieving the KKM. The factor that influenced this low completeness was the students' lack of initial understanding of the PBL concept, which was newly applied in their learning. As explained by Kuhlthau, Maniotes, and Caspari (2015), the success of PBL is highly dependent on students' understanding and involvement in the learning process. In the first cycle, students tended to feel awkward and confused in following a problem-solving-based approach, which led to low levels of active participation.

According to Arends (2012), PBL requires students to think critically and work collaboratively, but in the early stages, students need to adapt to this more active model. Lack of experience with models such as PBL can reduce its effectiveness in promoting student understanding. Previous research conducted by Marlina & Adi (2021) shows that the implementation of PBL in learning in SMK also faces similar challenges, where students need time to adjust to the problem-based learning model.

Cycle II Analysis

In cycle II, there was a significant increase in student learning outcomes, with learning completeness increasing to 70%. This increase showed that the application of PBL began to show more positive results after improvements were made based on reflections from the first cycle. Some of the factors that support this increase are improvements in classroom management, more structured group discussions, and the use of more interesting learning media such as infocus and speakers. This is in line with the constructivism theory proposed by Vygotsky (1978), which states that effective learning occurs when students interact socially in relevant contexts and use media that support their understanding.

Research by Kurniawan & Adi (2022) who also used PBL at the vocational level showed that the use of appropriate learning media and collaboration-based learning was instrumental in increasing students' active participation and deepening their understanding of the subject matter. In this case, the use of infocus and laptop in cycle II proved to help students in understanding the material visually, which supports the theory of multimodal learning by Mayer (2009), which suggests that students will more easily understand the material if the information is delivered in various formats, both visually and auditory.

Effect of PBL Model on Learning Outcomes

Based on the observation results, there was an increase in student activity as reflected in the student observation score which increased to 90% in cycle II. This reflects that students began to feel more comfortable and challenged with an approach that focuses on solving real problems. Research by Hassan & Al-Harthi (2019) supports these findings, indicating that PBL

not only improves academic understanding, but also develops students' collaborative and problem-solving skills, which are highly relevant in the context of everyday life.

However, despite the improvement, learning completeness still did not reach 90%, which was the set target. This indicates that although PBL is effective in improving learning outcomes, there are still challenges in ensuring that all students can follow the learning optimally. Tajudin (2017) also notes that although PBL is effective in improving understanding, adaptation to the method can affect the speed and success of students in achieving the desired results.

CONCLUSION

PBL proved to have a positive influence on improving student learning outcomes, especially after improvements were made in cycle II. Increased student engagement, the use of more engaging media and better classroom management strategies have contributed to this success. However, challenges remain, especially in ensuring all students can follow the learning well. Therefore, in the next cycle, it is necessary to pay more attention to individual assistance for students who have difficulty following the learning so that all students can achieve higher completeness.

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