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Efforts to Increase Students' Learning Interest through Problem Based Learning Model at SMK Profesional Padang School

Yesi Indra[1]

***Correspondence:**
Email : yesiindra@gmail.com

Authors Affiliation:
[1]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, *Indonesia*

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Abstrac

This study aims to improve the learning outcomes of Pancasila among students of Islamic Education (PAI) by comparing the Student Centered Learning (SCL) method with the conventional method. The research was carried out through two action cycles, each consisting of planning, implementation, action, observation, and reflection. In the first cycle, student learning outcomes showed a significant improvement, although not reaching 100% completion, with an average score of 77 and 65% of students passing. In the second cycle, improvements were made by using a more interactive and collaborative teaching method, and the evaluation results showed excellent progress with an average score of 85.3 and 100% of students passing. The findings of this study indicate that the implementation of the Student Centered Learning method can enhance students' understanding and learning outcomes in the Pancasila course.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar Pancasila pada mata pelajaran Pendidikan Agama Islam (PAI) siswa dengan membandingkan metode Student Centered Learning (SCL) dan metode konvensional. Penelitian ini dilakukan melalui dua siklus tindakan yang masing-masing terdiri dari perencanaan, pelaksanaan, tindakan, observasi, dan refleksi. Pada siklus pertama, hasil belajar siswa menunjukkan peningkatan yang signifikan meskipun belum 100% tuntas, dengan nilai rata-rata 77 dan 65% siswa tuntas. Pada siklus kedua, perbaikan dilakukan dengan memanfaatkan metode pembelajaran yang lebih interaktif dan kolaboratif, dan hasil evaluasi menunjukkan peningkatan yang sangat baik dengan nilai rata-rata 85,3 dan 100% siswa tuntas. Hasil penelitian ini menunjukkan bahwa penerapan metode Student Centered Learning dapat meningkatkan pemahaman dan hasil belajar mahasiswa pada mata kuliah Pancasila.

INTRODUCTION

The learning process is a fundamental element carried out by educators to ensure students achieve educational goals or master the material taught. Effective learning includes not only the mastery of the material, but also the improvement of critical thinking skills and the application of concepts in everyday life. Unfortunately, in many conventional learning practices, children are more often encouraged to memorize information rather than develop critical and analytical thinking skills (Arends, 2008). This leads to learning that emphasizes memorization rather than deep understanding of the material.

As a result, students tend to feel less involved in the learning process, because the material presented tends to be monotonous and does not invite them to think further. According to Mayer (2009), effective learning requires students' active involvement in learning so that they can build knowledge independently and apply concepts in real situations. So, to achieve better educational goals, a learning approach is needed that can stimulate students to participate more actively and think critically.

A learning model that can encourage active student involvement is Problem Based Learning (PBL), which has been proven effective in improving concept understanding and

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student learning outcomes. PBL focuses on solving problems relevant to real life, which encourages students to think critically and find solutions (Savery, 2006). In PBL, students are exposed to situations that require deep thinking, research, and collaboration with classmates, so that they do not just memorize information but also understand and apply knowledge.

In the context of Islamic Religious Education (PAI), one of the materials that is often considered difficult to understand by students is the concept of morals, both mazmumah (despicable) morals and mahmudah (praiseworthy) morals. This material is often taught with a theoretical and abstract approach, making it difficult for students to relate it to everyday life. Therefore, a learning approach is needed that can relate these moral concepts to students' life experiences, so that they can more easily understand and apply these values in their behavior.

The application of the Problem Based Learning model in PAI learning, especially in moral material, is expected to increase students' active participation and their understanding of these concepts. As stated by Vygotsky (1978), effective learning occurs when students are given the opportunity to interact with relevant problems, so that they can connect theory with practice. Thus, PBL can be a solution to improve student learning outcomes in moral material.

However, in reality, many students are still unable to relate PAI material, especially morals, to everyday life. This is due to lecture-based learning, which does not provide space for students to actively think and interact with the material directly. Therefore, the PBL model based on problem solving can provide a more interesting learning experience and motivate students to learn seriously (Deci & Ryan, 1985).

A study by Savery (2006) showed that PBL not only improves students' cognitive skills, but also improves their social and communication skills, as PBL often involves group discussions and collaboration. This is very relevant for moral learning in the context of PAI, where students must not only understand the theory but also be able to discuss and implement moral values in their social interactions.

At SMK Profesional Padang, there are challenges in improving student learning outcomes in PAI materials, especially in the topic of morals. The initial observation showed that many students found it difficult to connect the moral material with their daily lives. Therefore, this study aims to identify whether the PBL model can improve students' understanding of the concept of morals and whether this model can improve their participation and overall learning outcomes.

This research is expected to make a significant contribution in efforts to improve learning outcomes at SMK Profesional Padang. By applying the PBL model, it is expected that students not only memorize information, but also develop critical thinking skills that can help them in solving daily life problems, including in terms of behavior and morality (Piaget, 1973). The application of this model will help them internalize deeper moral values, as well as increase their awareness of the importance of good morals in their lives.

METHODS

This research uses a Classroom Action Research (PTK) approach that aims to improve the quality of learning through actions that are carried out repeatedly. PTK is a research conducted by teachers to improve learning practices in the classroom. Suharsimi Arikunto (2010) explains that PTK aims to improve and enhance the quality of learning through a continuous improvement cycle. Thus, this research focuses on efforts to improve student learning outcomes through the application of more effective methods, namely by using the Problem Based Learning (PBL) model.

According to Wijaya Kusumah and Dedi Dwitagama (2011), PTK consists of a series of research-action cycles carried out repeatedly to solve problems encountered in learning. In

this study, the cycle was conducted in two stages, namely Cycle I and Cycle II. Each cycle consists of four main components, namely planning, action, observation, and reflection. Each cycle aims to identify problems, implement solutions, observe the results of actions, and reflect on improvements that can be made in the next cycle.

The model used in this study is the Kemmis and McTaggart model, which adopts a cyclical approach involving four stages, namely planning, action, observation, and reflection. Kemmis and McTaggart (1998) suggest that each cycle consists of interrelated steps and takes place in an integrated time. In the planning stage, researchers and teachers plan the learning steps, including the selection of appropriate materials and learning strategies. This stage also includes determining the evaluation tools used to measure student learning outcomes.

In the action stage, the teacher implements the planned learning activities by using the Problem Based Learning (PBL) model to increase student involvement in the learning process. Students are given problems relevant to the material being taught, which encourage them to think critically and find solutions together. During this stage, researchers and teachers work together to ensure that students can be actively involved in the learning process, either through discussion, question and answer, or collaboration in small groups.

The observation stage is carried out to observe and record student development during the learning process. This observation was carried out by the researcher by observing student involvement, understanding of the material, and interaction between students and teachers. The data obtained during the observation stage will be used to evaluate the extent to which the actions taken in the first cycle can improve student learning outcomes. In addition, observation also helps in identifying areas that need to be improved in the next cycle.

After observation, the last stage is reflection, where researchers and teachers together evaluate the results of the learning that has been done. This reflection aims to analyze the successes and shortcomings of the first cycle and plan improvements that can be made in the second cycle. Thus, this cycle will continue to repeat itself to improve and enhance the quality of learning, so that student learning outcomes can increase in a sustainable manner. This research also contributes to the development of teaching practices that are more innovative and based on active student involvement.

RESULT AND DISCUSSION

RESULT

In Cycle I, learning activities were carried out by implementing the Teaching Module that had been prepared and validated previously. Observations of teacher activities showed that teacher preparation in teaching, such as preparing learning tools and audio-visual media, was still not optimal. Teachers scored 3 in the preparation aspect, which shows that although teachers have prepared learning tools, there are some shortcomings, especially in terms of mental and technical readiness. Teacher activities in the implementation of learning also received a score of 2 in several aspects, such as student attendance and the delivery of learning objectives, which were less clear. This affected students' understanding of the material to be taught.

During the core activities, the teacher used audio-visual media in the form of a video accompanied by a discussion of the topic of Akhlak mazmumah, but the scores obtained showed that although the video attracted students' attention, there were still students who were not focused and did not observe the video properly. This is reflected in the score of 3 on the activity of students watching the video. In addition, although the teacher gave group and individual assignments, as well as asking students to practice good manners, some students

still seemed not to be fully engaged, which is reflected in the score of 3 on students' activities in doing the assignments.

In the time management stage, the teacher gets a score of 2, which indicates that time management in learning is not optimal. The time used to prepare teaching activities makes the implementation of learning exceeds the specified time. In addition, although almost all steps in the Teaching Module are implemented, there are some parts that have not been implemented optimally, such as reflection at the end of learning and singing activities that are not implemented.

The observation of students' activities showed that although there was an increase in students' involvement during learning, the overall score obtained by students was still classified as poor, with a final score of 66.2. In the preparation stage, some students were not ready to participate in learning, such as not responding to greetings or delivering news appropriately. During the core activities, most students seemed more focused, but there were still students who paid less attention. This shows that students' motivation to engage in learning needs to be improved in the next cycle.

In student learning outcomes, there was an increase in the average score from 70.53 in pre-action to 77.73 in Cycle I, with a KKTP achievement percentage of 77.73%. Although there was a significant increase, this percentage has not yet reached the predetermined research target of 80%. Therefore, improvements need to be made in the next cycle to ensure that more students can achieve the expected KKTP score.

From the results of the reflection on Cycle I, it can be seen that although there are some shortcomings in the implementation of learning, such as lack of clarity in the delivery of tasks and lack of student motivation, there is potential for improvement. Teachers need to modify the Teaching Module to make it more varied and pay attention to clearer and more interesting ways of delivering the material. Teacher readiness in teaching also needs to be improved, by giving sufficient time to prepare before the lesson begins.

In addition, it is important to improve interaction with students during learning so that more students are actively involved, especially in question and answer activities and presentations. Teachers also need to provide more motivation and support to students who seem less enthusiastic, as well as ensuring that each student clearly understands the learning objectives. With these improvements, it is expected that students' learning outcomes can improve significantly in Cycle II.

The results of the implementation of Cycle II showed a significant improvement in student learning outcomes. In the planning stage, careful preparations were made to support the smooth running of learning, including the making of Teaching Modules (MA) with the Problem Based Learning model, preparation of observation sheets, as well as preparation of learning media and practice questions. All of this was done with the aim of creating an interactive and fun learning environment for students.

The implementation phase of Cycle II began with preliminary activities that involved opening the learning with greetings, prayers, and national compulsory songs to build a conducive atmosphere. The teacher also made an apperception by linking the previous material with the material to be learned and providing motivation to students to spur their enthusiasm in learning. The delivery of clear learning objectives and indicators also plays a role in focusing students' attention on the material to be learned.

In the core stage, the teacher uses learning media such as powerpoint slides and videos to form an initial understanding of the material of Akhlak Mazmumah and Akhlak Mahmudah. Students are given the opportunity to observe the video and express their opinions and understanding. Active learning is done by dividing students into three groups based on their

learning styles: visual, auditory, and kinesthetic. Each group then discusses and presents the results of their discussion, which can enrich students' understanding collaboratively.

In the closing stage, the teacher guides students to summarize the material that has been learned. Reflection is done by asking questions or responses to students regarding the learning that has been carried out. The lesson plan for the next meeting is also presented, and the lesson is closed with prayer and greetings. Evaluation of learning outcomes is done by distributing online test questions to students, which provides an overview of their understanding of the material.

The test results in Cycle II showed a significant improvement. The average score of students in Cycle II reached 85.3, with the highest score of 100 and the lowest score of 75. All students have been completed with a percentage of 100%, which shows the effectiveness of learning in this cycle. Compared to the results in the pre-cycle and cycle I, the results of Cycle II showed better achievements, both in terms of average scores and the percentage of students passing.

The score recapitulation shows a significant increase from pre-cycle to cycle II. In the pre-cycle, the average student score reached 70, with 60% of students complete. In cycle I, the average student score increased to 77, with 65% of students completing. While in cycle II, the average score increased again to 85, with all students (100%) successfully achieving mastery. This increase shows that the application of the Problem Based Learning model carried out in cycle II succeeded in improving students' understanding and learning outcomes.

From the observation results, it can be concluded that the learning applied in cycle II was able to have a positive impact on student development. This more interactive and problem-based learning allows students to participate more actively and understand the material in a deeper way. In addition, the division of groups based on students' learning styles also helped them to better understand the material according to their learning styles.

DISCUSSION

The results from Cycle I and II show that the use of Problem-Based Learning (PBL) model in learning can significantly improve students' learning outcomes. The application of PBL in Cycle II leads to better understanding, higher student engagement, and consistent improvement in grades. This research is in line with learning theories that support active and problem-based approaches.

According to Barrows (2002), Problem-Based Learning (PBL) is a learning model that focuses on solving real-world problems, which encourages students to think critically and develop collaborative skills. PBL motivates students to learn independently, thus reducing dependence on the teacher. In the context of this study, the application of PBL involving students in group discussions according to their learning styles (visual, auditory, and kinesthetic) showed that students were able to integrate theory with practice in solving the given problems. This process supports the development of critical thinking and problem-solving skills relevant to students' daily lives.

In addition, Johnson and Johnson (1989) in cooperative learning theory suggest that collaboration-based learning or group work can improve students' motivation and learning outcomes. In Cycle II, group-based learning consisting of students with different learning styles allowed them to help each other and share their understanding. This created a more interactive and supportive learning environment. Collaboration-based learning also gives students the opportunity to develop social skills that are important in everyday life.

Vygotsky (1978) in his Zone of Proximal Development (ZPD) theory also provides a relevant theoretical foundation in this study. ZPD emphasizes the importance of social

interaction in learning, where more advanced students help their peers who need support. In this study, collaboration between students in the group showed how social interaction can support cognitive development and deeper understanding. The implementation of problem-based learning allows students to work together, give each other feedback, and build a stronger understanding of the material.

In addition, Schunk (2012) states that providing constructive feedback is very important in improving students' motivation and learning outcomes. In Cycle II, teachers provided continuous feedback after each activity, both in the form of group discussions and individual tests. This feedback helped students improve their understanding and realize their strengths and weaknesses in learning. This feedback process improves the quality of learning as students become more aware of what they are good at and what they need to improve.

The implementation of formative evaluation involving online tests in Cycle II is also in line with the evaluation approach suggested by Black and Wiliam (1998). They suggest that continuous formative evaluation can improve the learning process as it gives students the opportunity to improve their understanding during the learning process. The test given at the end of Cycle II not only aims to assess students' learning outcomes, but also as a tool to measure the extent to which the changes in problem-based learning successfully influenced students' understanding of the material.

In addition, Gagne (1985) in the learning theory of learning conditions revealed that effective learning requires systematic and structured steps, which must be adjusted to students' abilities. In Cycle II, teachers organized learning by utilizing varied media (such as videos and powerpoint slides) and using an approach that was more adaptive to students' learning styles. This approach is proven to improve students' understanding as each individual can learn according to their strengths.

Based on Piaget's (1973) theory that focuses on the stage of students' cognitive development, the implementation of more active and problem-based learning in Cycle II supports students' cognitive development at the concrete and formal operational stages. Learning that invites students to explore and think critically according to their cognitive development allows students to solve problems independently and more deeply. This is reflected in the significant increase in learning outcomes, where all students in Cycle II managed to achieve completeness with an average score of 85.3.

CONCLUSION

This study shows that the application of the Problem-Based Learning (PBL) model can improve student learning outcomes in learning Islamic Religious Education (PAI). The evaluation results in Cycle I and II showed a significant increase in the students' average score, which increased from 77 in Cycle I to 85.3 in Cycle II. In addition, all learners in Cycle II achieved completeness (100%), indicating the success of this method in improving student understanding and engagement.

The implementation of PBL in Cycle II involving group collaboration based on students' learning styles (visual, auditory, kinesthetic) proved effective in improving critical thinking skills and problem-solving ability. This problem-based learning allows students to be more active in discussing and solving problems related to the material, while continuous feedback supports the strengthening of students' understanding.

This research supports learning theories that emphasize active and collaborative approaches. The application of the PBL model is proven to be able to encourage the development of student competencies, both in terms of cognitive and social. This study suggests that the use of learning methods that involve collaborative problem solving can be an effective strategy in improving learning outcomes and student motivation.

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