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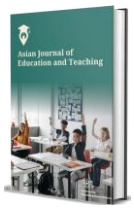

# Implementation of Problem-Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at MAS Nurul Hikmah

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## ABSTRACT

This study aims to improve student learning outcomes in the subject of Islamic Cultural History through the application of the Problem-Based Learning 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 students of class XI IPS 1 MAS Nurul Hikmah, with a total of 22 students. The data for this study were obtained using test and observation techniques. Tests are used to measure student learning outcomes, while observations are used to analyze teacher and student learning activities during the learning process. The data analysis techniques used in this study are quantitative and qualitative descriptive analysis. The results of the study indicate that the application of the Problem-Based Learning model can significantly improve student learning outcomes. This is evidenced by the increase in the average student score from 62.5 in the initial conditions to 71.3 in cycle I and increasing again to 78.6 in cycle II. In addition, the percentage of students who achieved the Minimum Completion Criteria increased from 40% before the action to 65% in cycle I and 85% in cycle II. Thus, the use of the Problem-Based Learning model can be used as an alternative effective learning strategy to improve student learning outcomes and encourage their active involvement in the learning process.

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## Introduction

Education is an inseparable part of efforts to create quality human resources, therefore education must be continuously fostered and developed so that human quality can grow and develop in accordance with the demands of the times that are constantly changing, competitive and massive. Only with quality education can we answer various demands, face competition and adapt to the environment, both nationally and globally. The communication and information revolution is one of the factors that contributes to the birth of a new civilization, new culture, new paradigms and so on. In the field of

education, not only does it give rise to new learning media, but it also gives rise to various new learning models, new learning approaches and so on. All of that is part of the demands of a changing society in order to adapt to the environment.

The conventional learning model that sees students as objects in the perspective of a new society is no longer effective because it is considered outdated, anti-social and authoritarian. Now society tends to see humans as an egalitarian, equal and equal unit, not dichotomy and of course upholds democratic ideas and eliminates religious, elbow and racial barriers. Even further than that, society sees teachers and students as an inseparable unit, equally important, status and role. One of the learning models that is currently popular and getting attention from educators is the Problem Based Learning (PBL) model. This model is considered relevant to the demands of a changing society, a creative and innovative society, and a competitive modern society. It is called creative because it can develop according to the situation and conditions and challenges faced by students. The problems given in this model are actual, real problems in their environment and students are given the opportunity to solve them. However, the problem remains within the framework of the curriculum and the learning objectives to be achieved.

Problem-based learning is called innovative learning because it is considered new and different from previous learning models that are conservative, conventional, and all teacher-based. As is known, conventional learning always assumes that learners do not have anything yet, like a bottle, the contents are not there yet so they must be filled and given various drinks, whatever drink the teacher considers suitable for the students. That is why conventional learning always makes students mere subjects. The problem then is the availability and readiness of teachers to implement this model, because it is well realized that the role of teachers in this case is very large, although this model is considered to reduce the role of teachers, but teachers remain guides and controllers in learning.

Madrasah Aliyah Nurul Hikmah, Bandar Laksamana sub-district, in implementing its learning model is still conventional, viewing students as objects of learning. This can be seen from the results of the author's observations of the learning system in class XI IPS 1 MA Nurul Hikmah. The Student Center Learning Oriented approach that has been given so far makes learners imprisoned, lose their reasoning and creativity, they receive teacher material dogmatically without alternative choices, so that rational and objective scientific principles are ignored. This kind of learning system discourages student creativity, and students' inability to be creative and reason a problem. As a result, students' knowledge to identify problems does not run optimally. This can be proven from the results of learning assessments. Based on the author's interview with the teacher, regarding the ability of students to absorb material in the classroom, the teacher said that many students were still unable to understand the material presented, which ultimately affected the teacher's daily assessment of students. In addition,

students seemed less enthusiastic about receiving learning materials, some students fell asleep, some went out and played around, so the teacher's focus was on solving problems that occurred in the class. When asked about the learning methods applied in class, the teacher explained that the methods used were lectures and discussions, but students were rarely given time to present the results of their discussions.

The author's assumption of the implementation of the learning system carried out in class XI IPS I MA Nurul Hikmah which resulted in low student interest in learning. Even students fall asleep when the teacher delivers the material, and students who leave and play during the learning process are because the method applied is not in accordance with the method and there is no innovation in learning media such as showing videos and learning materials. so that students seem to be objects in learning, students are not given space to be creative and are faced with solving problems in learning. Therefore, using learning media is considered more innovative and can make learning in the classroom more conducive. Learning media when used appropriately can help overcome the weaknesses and shortcomings of teachers in learning, both in mastery of the material and the learning methodology.

Problem-Based Learning (PBL) is an instructional approach that focuses on using real-world problems to drive student learning. Rather than the traditional teacher-centered approach, where the teacher delivers information and the students passively receive it, PBL involves students actively in their learning process. In PBL, students are presented with a problem or scenario that doesn’t have a clear or straightforward solution. The primary goal is for students to investigate, explore, and find solutions to these problems, which helps them develop critical thinking, problem-solving, and collaboration skills. The PBL process typically starts with a problem that requires students to gather information, analyze various perspectives, and make informed decisions. This problem can be related to any subject, making PBL a flexible approach applicable across various disciplines. Students are tasked with identifying the issues at hand, formulating questions, conducting research, and collaborating with peers to arrive at a solution. This process encourages students to take ownership of their learning, as they are directly involved in figuring out the answers, rather than being passive recipients of information. In a PBL environment, teachers take on the role of facilitators rather than traditional instructors. Instead of providing direct answers, teachers guide students through the problem-solving process by asking thought-provoking questions, providing resources, and encouraging group discussions. This shift in the teacher’s role helps students develop independence and autonomy in their learning. It also fosters an environment of inquiry where students are encouraged to ask questions, seek out information, and test their ideas. One of the most significant benefits of PBL is that it allows students to connect theoretical knowledge with real-world applications. By tackling authentic problems, students can see the relevance of what they are learning and how it can be used outside the classroom. This connection to real-life scenarios

enhances students' motivation, as they understand the importance and practicality of the subject matter. Moreover, solving real-world problems helps students see the complexity of situations, which improves their ability to think critically and adapt to new challenges.

Collaboration is another key element of PBL. In this learning model, students typically work in groups, where they can share ideas, discuss solutions, and learn from one another. Working in groups allows students to develop important interpersonal skills, such as teamwork, communication, and conflict resolution. It also provides opportunities for students to gain diverse perspectives, which can lead to more creative and innovative solutions to the problem at hand.

PBL promotes a deeper level of learning, as students are not simply memorizing facts or formulas. Instead, they are engaging in a process of inquiry and discovery, which helps them retain and apply knowledge more effectively. By engaging in meaningful problem-solving, students are encouraged to analyze information, draw connections, and make decisions based on evidence. This type of learning encourages lifelong skills that are beneficial both academically and in real-world situations. In conclusion, Problem-Based Learning is an educational approach that emphasizes student-centered learning through active problem-solving. By presenting students with complex, real-world problems, PBL promotes critical thinking, collaboration, and a deeper understanding of the subject matter. This approach not only enhances academic learning but also equips students with essential skills needed for future success. Through PBL, students are empowered to take charge of their learning, think independently, and apply their knowledge in practical contexts.

According to the analysis of learning technology, the use of media in learning can: a) Increase the productivity of learning messages presented, because it can accelerate learners' understanding of the material in question, so that it directly helps the use of time effectively and lightens the burden on the teacher concerned; b) Help learners develop the ability of learners' mental activities to understand messages according to their analytical power. The development of analytical and reasoning power is one of the functions of learning; c) Helping learners to be creative in planning their educational programs, so that the development of learning messages can be designed well; d) Helping integrate learning messages with supporting science materials that are closely related to the learning materials presented. For example, how to behave well towards society, the environment and so on; e) Helping learners convey learning messages in a principled or consistent manner, because the subject matter does not deviate from what has been programmed and can be repeated in its entirety. This will be different if the learning material messages are delivered through the lecture method. Based on the description above, the researcher is interested in conducting research on the application of learning using the Project Based Learning learning model in class XI IPS 1 MA Nurul Hikmah, whether it affects student learning activity. Thus, the researcher took the title

"Application Of The PBL Learning Model To Improve Learning Outcomes Of Class XI IPS 1 SKI At Ma Nurul Hikmah".

## Methods

This research was conducted at Nurul Hikmah Private Islamic High School. This research was conducted in the odd semester (2022-2023). This research is a type of classroom action research. Classroom action research is research conducted by teachers in their own classes through self-reflection with the aim of improving their performance so that student learning outcomes increase. The problems found in classroom action research start from the class, namely during the learning process. Researchers observe teachers while teaching and student activities in the classroom. (Suharsimi, Suhardjono, Supardi, 2012, p. 58). Classroom action research is structured research. Classroom action research can be defined as action research conducted by teachers who are also researchers in their classes or together with others (collaboration) by designing, implementing and reflecting on actions collaboratively and participatively which aim to improve the quality of the learning process in their class through a certain action (treatment) in a cycle. The main purpose of CAR is to solve real problems that occur in the classroom and improve the real activities of teachers in their professional development activities. (Kusnandar, 2011, p. 45).

This research will be conducted in several cycles, each cycle consisting of two meetings. In each cycle, the researcher makes observations during the learning process and the cycle that is implemented will be stopped if the learning process can improve student learning activity. The subjects of this study were all students in class XI IPS 1 MA Nurul Hikmah, Bandar Laksamana District, along with the class teacher to strengthen the research findings on students, because the homeroom teacher is considered to know everything about the students. While the data source from students is only student data during the learning process in the classroom. Where the total number of students in the class is 22 students.

This research refers to the Kemmis and Mc Taggart model. The research will be carried out in several cycles, which in one cycle or round consists of four components or stages including planning, implementation of action, observation, and reflection. The steps in the next cycle are revised planning, implementation of action, observation, and reflection. Before entering cycle I, the researcher conducted a preliminary study first to obtain empirical data from the research subjects. The researcher also conducted consultations or interviews with teachers after that, then planning and implementing actions. The number of cycles in this classroom action research cannot be determined because this concerns and depends on the resolution of the problems in the class being studied. The number of cycles depends on the level of increase in student activity in class XI IPS I, if using cycle I has not increased, the researcher plans and implements cycle II. However, if after implementing up to cycle II and there is an increase individually

and classically, the researcher does not need to plan and implement cycle III, and vice versa. Cycle II or so on is carried out based on the shortcomings in cycle I, which will then be revised in order to improve the results of the previous cycle. During the research, the researcher collaborated with the homeroom teacher. The Kemmis & Mc model. Taggart which describes the existence of four steps (and its repetition). The planning stages in this study were carried out in the following ways: 1) Determining the research time and research subjects; 2) Discussion with teachers regarding the competencies to be taught using the problem based learning model; 3) Making a learning implementation plan (RPP) using the problem based learning model; 4) Preparing the tools and learning materials needed during the learning process.

The activities carried out in this stage are implementing actions according to what has been planned. The implementation stage in problem-based learning includes: 1) Introduction Stage; 2) Actions carried out by the teacher in the introduction stage are the teacher opens the lesson with opening activities, the teacher conveys the learning objectives to be implemented, the teacher conveys an outline of the lesson material to students; 3) Learning Stage; 4) The project-based learning stage here uses the stages according to Daryanto (2014:27-28) are: Determining basic questions, namely questions that can assign students to carry out activities, Designing project planning, Teachers and students prepare a schedule of activities in completing the project, Monitoring students in problem solving, Testing student work results; 5) Closing activities: The teacher invites students to conclude the learning material that has been studied, The teacher provides reinforcement to students, The teacher closes the learning.

Observation is a technique used to observe closely in an effort to find and collect data through direct and in-depth observation of the subjects and objects being studied. Researchers conduct observations during the learning process using observation sheets that have been prepared in advance. Observations or observations made in this study are observing the fiqh learning process using the problem-based learning model. This observation aims to determine the activeness of students in thematic learning using the problem-based learning model. Reflection is an activity to restate what has happened. (Arikunto, 2013, p. 140). Cycle I, Researchers collaborate with teachers to discuss the learning process that has been carried out based on the observation sheets provided. Success in the first cycle will be used as a reference in carrying out the next cycle. Cycle II, While the shortcomings in the first cycle will be discussed with subject teachers to decide how to determine improvements in the next cycle. Researchers will take action in the second cycle carefully and carry out the shortcomings in cycle one. So that researchers can determine learning improvements as material for compiling actions in the next cycle. If the actions given can improve students' ability to solve problems according to the predetermined indicators, then the research can be stopped. However, if the research indicators have not been achieved, the research will continue to the next cycle.

Data collection techniques are the main step in research, because the main purpose of the research is to obtain data (Sugiyono, 2015, p. 308). In this classroom action research (CAR), the researcher used several data collection techniques including observation, interviews, questionnaires, and documentation. Observation is the process of collecting data in research where the researcher or observer sees the research situation. Observation is very appropriate for use in research related to teaching-learning conditions/interactions, behavior, and group interactions. Data collection on observations is carried out through careful and thorough observation. (M. Ali, M. Asrori, 2014, p. 254). Observation in this study is observing student learning activities, observing teacher teaching activities and observing student activity in learning by filling out the observation sheet contained in the data collection instrument. In this classroom action research, the researcher used unstructured interviews. Unstructured interviews are free interviews where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection. (Sugiyono, 2015, p. 320).

This interview was conducted with the homeroom teacher of class XI IPS I MA Nurul Hikmah, to find out the initial conditions of students in the SKI learning process and to find out more about the subject being studied. A questionnaire is a list of written questions given to the subject being studied to collect information needed by researchers. There are two types of questionnaires, namely structured or closed questionnaires and unstructured or open questionnaires. Closed questionnaires contain questions accompanied by answer choices. Open questionnaires contain questions that are not accompanied by answers. (Kusumah, 2011, p. 78). This questionnaire was given to students after the learning implementation was completed, this questionnaire was given to students to find out students' responses to the implementation of learning using the problem based learning model and to find out the level of students' understanding of learning implemented using the problem based learning model. In this study, researchers used documentation techniques obtained from the lesson implementation plan (RPP), syllabus, and student questionnaire documents. Data analysis will be carried out before entering the field, while in the field and after completion in the field. According to Nasution in Sugiyono, analysis has begun since formulating and explaining the problem, before going into the field, and continues until the writing of the research results. However, in this study, data analysis is more focused during the process in the field along with data collection. (Sugiyono, 2012, p. 336).

During the interview, the researcher has analyzed the interviewee's answers. If the interviewee's answers after being analyzed are not satisfactory, the researcher will continue with the next question to a certain stage, until data is obtained that is considered credible. The stage after data collection is data analysis. Research is analyzed from the beginning in every aspect of research activities. The learning method used in the teaching and learning process also requires data, namely results, is there an increase in the interest of each student to be active in the learning process by the

researcher, in qualitative data consisting of several components, namely: 1) Presentation of data after being reduced, the data is ready to be disclosed. This means that the analysis reaches the disclosure of data, various types of data need to be studied, actions that have been reduced need to be disclosed neatly in the form of narratives + graphic matrices or diagrams; 2) Drawing conclusions, improvements or changes that occur are carried out in stages starting from temporary conclusions drawn at the end of cycle 1 and revised in cycle II and final conclusions in cycle III. (Sugiyono, 2013, pp. 338-341). Classroom Action PTK This classroom action research is said to be successful if there are at least 70% of students actively participating in learning. Success or learning completion is seen based on the test results obtained by students. The minimum completion criteria (KKM) used in CLASS XI IPS 1 MA NURUL HIKMAH. Students are said to be successful or complete if each student achieves a score of 70% - 100% or a value of 70. While the KKM used by researchers in increasing activeness in the learning process is said to be successful or complete if each student achieves a score of 70% - 100% or a value of 70.

## Result

The research results show that the implementation of the Problem-Based Learning (PBL) model in Islamic Cultural History (SKI) learning in class XI IPS 1 at MA Nurul Hikmah significantly improved student engagement and learning outcomes. This improvement is evident when comparing the data from the initial conditions, Cycle I, and Cycle II. Before implementing the PBL model, most students were less active in the learning process, as indicated by their minimal participation in discussions and low initial test scores, with only 40 percent of students meeting the Minimum Mastery Criteria (KKM). After implementing Cycle I, there was an increase in student learning activity. Observation data showed that students became more enthusiastic about discussions, asking questions, and completing problem-based assignments. The average student score increased from 62.5 in the initial condition to 71.3, with 65 percent of students reaching the KKM. However, some challenges remained in Cycle I, such as some students struggling to understand the problem-based learning concept and time constraints in completing assigned tasks. Based on the reflection from Cycle I, improvements were made in Cycle II by emphasizing more guidance from the teacher to help students solve problems. In Cycle II, student participation increased significantly, as they became more engaged in group discussions and were able to complete problem-solving tasks more independently. The test results in Cycle II showed a significant improvement, with the average score rising to 78.6, and 85 percent of students achieving the KKM.

In addition to improved learning outcomes, observations also indicated that the PBL model helped students develop critical thinking and problem-solving skills. Students became more independent in finding solutions and more confident in presenting their opinions in class. Moreover, interactions between students and teachers became more dynamic, creating a more conducive and engaging learning environment. The research

findings also revealed that students responded positively to the PBL approach. They expressed that the learning method was more enjoyable and engaging compared to traditional lecture-based learning. This increased motivation led to better concentration and participation in class activities. Students also reported that they felt a greater sense of responsibility in their learning process. Furthermore, the research demonstrated that the PBL model encourages collaborative learning. Students worked together in groups to analyze and solve real-life problems, which enhanced their teamwork skills. This collaborative approach also helped students learn from one another, making the learning process more meaningful and effective. Another important finding was that the teacher's role became more of a facilitator rather than just a source of knowledge. Teachers guided students in exploring concepts and finding solutions, which allowed students to take more ownership of their learning. This shift in teaching style fostered a student-centered learning environment that encouraged active participation.

Although the research showed positive results, some challenges were noted, such as the need for more structured guidance in the early stages of PBL implementation. Some students initially struggled with adapting to the new learning approach, requiring additional support and scaffolding from the teacher. However, as students became more familiar with the method, they gradually developed better problem-solving skills and independence. Overall, the findings of this study confirm that implementing the Problem-Based Learning (PBL) model in SKI learning at MA Nurul Hikmah significantly improves both student engagement and academic performance. The method not only helps students understand the subject matter more effectively but also enhances their critical thinking, collaboration, and communication skills. Thus, it can be concluded that Problem-Based Learning (PBL) is an effective approach to improving learning outcomes in Islamic Cultural History education. The success of this method suggests that it can be applied more broadly to various subjects to enhance student-centered learning and foster essential 21st-century skills.

## Discussion

The research results indicate that the implementation of the Problem-Based Learning (PBL) model in Islamic Cultural History (SKI) learning in class XI IPS 1 at MA Nurul Hikmah significantly improved students' engagement and academic performance. Initially, students were passive in the learning process, with minimal participation in discussions and problem-solving activities. However, after implementing PBL, students showed increased enthusiasm and motivation, demonstrating a higher level of engagement in classroom activities. The improvement in student learning outcomes can be seen from the increase in test scores across the cycles. Before implementing PBL, only 40 percent of students met the Minimum Mastery Criteria (KKM), with an average score of 62.5. After Cycle I, the percentage of students meeting the KKM increased to 65 percent, with an average score of 71.3. By Cycle II, student performance improved even further, with

85 percent of students reaching the KKM and an average score of 78.6. This indicates that the PBL model effectively enhances students' understanding of the subject matter.

Apart from academic improvements, students also developed critical thinking, problem-solving, and collaboration skills. The group discussions and problem-solving tasks encouraged students to think independently and communicate their ideas more effectively. Additionally, the teacher's role shifted from being a sole provider of knowledge to a facilitator, guiding students in their learning process. This change fostered a more interactive and student-centered learning environment, which helped students become more responsible for their own learning. Despite these positive results, some challenges were identified during the implementation of PBL. Some students initially struggled to adapt to the new learning approach, as they were accustomed to traditional lecture-based methods. Time management was also a concern, as some groups required additional guidance to complete their tasks within the given timeframe. However, these challenges were addressed in Cycle II by providing clearer instructions and more structured guidance. As a result, students became more confident and independent in solving problems. Overall, the findings highlight the effectiveness of the PBL model in improving both student engagement and academic achievement. The approach not only made learning more meaningful but also equipped students with essential skills for real-world problem-solving. Given its success in this study, PBL can be considered an effective instructional strategy that can be applied to other subjects and educational settings.

## Conclusion

Based on the research findings, it can be concluded that the implementation of the Problem-Based Learning (PBL) model in Islamic Cultural History (SKI) learning at MA Nurul Hikmah significantly enhances student learning outcomes and engagement. The increase in student test scores from Cycle I to Cycle II demonstrates that PBL effectively improves students' understanding of the material. Additionally, the model fosters critical thinking, collaboration, and problem-solving skills, making the learning process more interactive and student-centered. Although some initial challenges were encountered, such as students' adaptation to the new learning method and time constraints, these issues were successfully addressed through structured guidance and improved instructional strategies. As a result, students became more active and independent learners. Therefore, it can be concluded that Problem-Based Learning (PBL) is an effective instructional method for enhancing students' learning experiences. This model not only improves academic performance but also helps develop essential 21st-century skills. Future research could explore the long-term impact of PBL on student learning and investigate its application in other subjects and grade levels.

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