



# Implementation of Problem Based Learning Model to Improve Learning Outcomes of Islamic Cultural History at MAS PP Mawaridussalam

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## ABSTRACT

This study aims to improve student participation and learning outcomes through the implementation of classroom action research at MAS PP Mawaridussalam. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were 22 students of class XI IPS MAS PP Mawaridussalam and involved homeroom teachers as collaborators in the study. The data for this study were obtained using test and observation techniques. Tests were used to measure student learning outcomes before and after the action, while observations were used to analyze teacher and student learning activities during the learning process. The data analysis techniques used in this study were qualitative and quantitative descriptive analysis, which included a comparison of student learning outcomes before and after the action and observations of increased learning activities. The results showed that the implementation of interactive learning methods such as group discussions, problem-based learning, and peer teaching can increase students' active participation in learning. In addition, there was a significant increase in student learning outcomes, as indicated by an increase in test scores from before the action to after the action. Teachers also experienced an increase in the effectiveness of classroom management and teaching methods. Thus, the use of classroom action research with an interactive learning approach can be used as an effective strategy to improve student engagement and learning outcomes in the school environment. This model can also be applied in various other educational contexts to improve the quality of learning sustainably.

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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

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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, teachers remain guides and controllers in learning.

Private Islamic Senior High School, Mawaridussalam Islamic Boarding School, Batang Kuis in implementing its learning model is still conventional, which sees 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 MAS PP Mawaridussalam. The Student Center Learning Oriented approach that has been given so far makes learners imprisoned, loses their reasoning and creativity, they receive teacher materials 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.

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Based on the author's interview with the teacher, related to 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 the classroom, the teacher explained that the methods used were lectures and discussions, but students were rarely given time to present the results of the discussion.

The author's assumption of the implementation of the learning system carried out in class XI IPS MAS PP Mawaridussalam 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.

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 students' 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 students' 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 MAS PP Mawaridussalam, whether it affects student learning activity. Thus, the researcher took the title "Application Of The Pbl Learning Model To Improve Class X SKI Learning Outcomes at MAS PP Mawaridussalam Batang Kuis".

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## Methods

This research was conducted at the Private Islamic Senior High School of PP Mawaridussalam. 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 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 consists 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 MAS PP Mawaridussalam, Batang Kuis 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 study refers to the Kemmis and Mc Taggart model. The research will be conducted in several cycles, which in one cycle or round consists of four components or stages including planning, implementing actions, observation, and reflection. The steps in the next cycle are revised planning, implementing actions, 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 consulted or interviewed the teacher after that, then planned and implemented the action.

The number of cycles in this classroom action research cannot be determined because it concerns and depends on the resolution of existing problems in the class being studied. The number of cycles depends on the level of increase in student activity in class X, if using cycle I there has been no increase, then the researcher plans and implements cycle II. However, if after implementing 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 implemented based on the shortcomings in cycle I, which will then be revised in order to improve the results of the previous cycle. During

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the research, the researcher collaborated with the homeroom teacher. The Kemmis & Mc. Taggart model describes the existence of four steps (and their repetitions).

This research was conducted at the Private Islamic Senior High School of PP Mawaridussalam during the odd semester of the 2022-2023 academic year. The type of research used is classroom action research (CAR). According to Suharsimi, Suhardjono, and Supardi (2012, p. 58), classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their teaching performance so that student learning outcomes improve. The problems in this classroom action research originate from classroom conditions, where researchers observe teachers while teaching and student activities during the learning process. Classroom action research is structured and systematic research. Kusnandar (2011, p. 45) defines classroom action research as action research conducted by teachers who are also researchers in their classes or in collaboration with others by designing, implementing, and reflecting on actions collaboratively and participatively. The primary goal of classroom action research is to solve real problems occurring in the classroom and enhance teachers' professional development in managing learning.

This research is conducted in several cycles, with each cycle consisting of two meetings. During each cycle, the researcher observes the learning process. The cycle will be stopped if the learning process shows an improvement in student learning activities. The subjects of this study were all students of class XI IPS at MAS PP Mawaridussalam, Batang Kuis District, with a total of 22 students. Additionally, the research involved the homeroom teacher to strengthen the research findings, as the homeroom teacher is considered to have a deep understanding of the students. This study refers to the classroom action research model developed by Kemmis and McTaggart. Each cycle in this model consists of four main stages: (1) planning, (2) implementing actions, (3) observation, and (4) reflection. If additional cycles are required, the stages in the next cycle involve revised planning based on the findings of the previous cycle, improved action implementation, observation, and further reflection. Before entering Cycle I, the researcher conducted a preliminary study to obtain empirical data from the research subjects. In this initial phase, the researcher also consulted and interviewed the teacher before planning and implementing the action.

The number of cycles in this classroom action research is not predetermined, as it depends on the resolution of the existing problems in the studied classroom. If there is no improvement in student learning activity after Cycle I, the researcher proceeds to Cycle II. If an increase in student learning activity is observed, both individually and collectively, after Cycle II, then Cycle III is unnecessary. However, if the improvement is still insufficient, additional cycles will be designed and implemented by refining the shortcomings of the previous cycles. Throughout the research, the researcher collaborated with the homeroom teacher to ensure the smooth implementation of the study.



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## Result

The findings of this study indicate that the implementation of classroom action research has a significant impact on students' learning engagement and outcomes. The initial observation phase revealed that students exhibited low participation and motivation during lessons. Most students were passive learners, relying heavily on teacher explanations without actively engaging in discussions or problem-solving activities. After the first cycle was implemented, there was a noticeable improvement in student engagement. The use of interactive learning strategies encouraged students to participate more actively. Group discussions and problem-based learning methods helped foster critical thinking and collaboration among students. However, some students still showed reluctance to express their opinions, indicating the need for further refinement in the teaching approach.

In the second cycle, modifications were made to address the issues observed in the first cycle. The researcher incorporated more interactive and student-centered activities, such as role-playing and peer teaching. These changes led to a more dynamic classroom environment, where students felt more confident in expressing their ideas. The observation results showed that student participation increased significantly, and they demonstrated better understanding of the subject matter. A comparison of test scores before and after the intervention revealed a substantial improvement in students' academic performance. The average test scores increased from 65 in the pre-test to 80 in the post-test, demonstrating the effectiveness of the applied teaching strategies. This improvement was not only seen in high-achieving students but also among those who previously struggled with the subject.

Feedback from students and teachers further supported these findings. Students reported that the new learning methods made the lessons more enjoyable and easier to understand. Teachers also noted positive changes in classroom dynamics, as students became more proactive in asking questions and participating in discussions. Despite these improvements, some challenges remained. A few students still needed additional support to fully engage in the learning process. Factors such as lack of confidence and prior knowledge gaps influenced their ability to participate actively. To address this, the researcher recommended continued mentorship and differentiated instruction tailored to students' individual needs. The role of the homeroom teacher was crucial in sustaining these improvements. Regular communication between the researcher and the teacher helped monitor students' progress and identify areas that needed further development. This collaborative approach ensured that the changes implemented were aligned with students' learning needs.

Overall, the findings suggest that classroom action research is an effective method for improving student engagement and learning outcomes. By continuously refining teaching strategies based on observation and reflection, educators can create a more conducive learning environment that supports student success. The results of this study

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also highlight the importance of ongoing professional development for teachers. Engaging in classroom action research not only benefits students but also enhances teachers' instructional skills and adaptability. Future research can explore additional strategies to further optimize student learning and address the remaining challenges in classroom engagement. In conclusion, the implementation of classroom action research at MAS PP Mawaridussalam significantly improved student participation and academic performance. The iterative process of planning, action, observation, and reflection proved to be a valuable framework for enhancing the teaching and learning experience. Continued efforts in teacher collaboration and student-centered learning approaches will be essential for sustaining these positive outcomes.

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Further analysis of student behavior during the learning process revealed that active learning strategies contributed to higher retention rates. Students who engaged in peer discussions and hands-on activities demonstrated a deeper understanding of the concepts compared to those who relied solely on lectures. This suggests that practical applications of learning materials are essential for long-term knowledge retention. Additionally, student confidence levels improved as they became more accustomed to expressing their ideas and opinions in a supportive learning environment. Classroom interactions became more dynamic, with students voluntarily participating in discussions and even assisting their peers in understanding difficult topics. This transformation underscored the importance of fostering a collaborative and inclusive classroom culture.

Another key finding was the positive impact of formative assessments in tracking student progress. Regular quizzes, reflections, and group presentations provided valuable insights into students' learning trajectories. These assessments allowed teachers to adjust their instructional methods in real time, ensuring that all students remained engaged and on track with their learning goals. One of the challenges identified in the study was maintaining student motivation over extended periods. While initial improvements in engagement were evident, sustaining this momentum required continuous innovation in teaching methods. Introducing gamification elements,

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integrating real-life case studies, and providing personalized learning experiences were recommended strategies to keep students actively involved in the learning process. Ultimately, this study reinforces the idea that effective teaching is an ongoing process of adaptation and improvement. The findings highlight the significance of teacher reflection, student feedback, and collaborative problem-solving in achieving meaningful educational outcomes. Future research can explore the long-term impact of classroom action research on student achievement and investigate additional strategies to enhance learning experiences further.

## Discussion

The findings of this study indicate that the implementation of classroom action research has a significant impact on students' learning engagement and outcomes. The initial observation phase revealed that students exhibited low participation and motivation during lessons. Most students were passive learners, relying heavily on teacher explanations without actively engaging in discussions or problem-solving activities. After the first cycle was implemented, there was a noticeable improvement in student engagement. The use of interactive learning strategies encouraged students to participate more actively. Group discussions and problem-based learning methods helped foster critical thinking and collaboration among students. However, some students still showed reluctance to express their opinions, indicating the need for further refinement in the teaching approach.

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One of the challenges identified in the study was maintaining student motivation over extended periods. While initial improvements in engagement were evident, sustaining this momentum required continuous innovation in teaching methods. Introducing gamification elements, integrating real-life case studies, and providing personalized learning experiences were recommended strategies to keep students actively involved in the learning process. The findings suggest that continuous professional development for teachers is essential in ensuring effective classroom action research. The study highlights the importance of teacher reflection, student feedback, and collaborative problem-solving in achieving meaningful educational outcomes. Moreover, this study underscores the role of school administrators in supporting innovative teaching strategies. Encouraging an environment where teachers can experiment with new methods and share best practices will further enhance student learning outcomes. In conclusion, the implementation of classroom action research at MAS PP Mawaridussalam significantly improved student participation and academic performance. The iterative process of planning, action, observation, and reflection proved to be a valuable framework for enhancing the teaching and learning experience. Continued efforts in teacher collaboration and student-centered learning approaches will be essential for sustaining these positive outcomes.

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## Conclusion

This study aimed to improve student learning engagement and academic performance through the implementation of classroom action research at MAS PP Mawaridussalam. The research findings indicate that the use of interactive and student-centered learning strategies significantly enhanced student participation and understanding. The classroom action research model based on the Kemmis and McTaggart cycle proved effective in identifying and addressing learning challenges. Through systematic observation, planning, action, and reflection, the study successfully pinpointed key issues in student engagement and implemented strategies to overcome them. One of the main findings of this research was the increase in student participation. Initially, students were passive learners, relying heavily on teacher explanations. However, after implementing interactive methods such as group discussions, peer teaching, and problem-based learning, student engagement improved significantly. The study also revealed that students demonstrated higher levels of critical thinking and problem-solving skills when given opportunities to engage in active learning. The integration of hands-on activities and collaborative learning environments contributed to deeper comprehension and retention of knowledge.

A significant improvement in student academic performance was observed. The average test scores increased notably from the pre-test to the post-test, indicating the effectiveness of the implemented teaching strategies. This improvement was consistent across different levels of student abilities. Feedback from students and teachers confirmed the positive impact of the learning approach. Students reported feeling more confident in expressing their ideas and participating in class discussions. Teachers observed a more dynamic classroom environment where students were more engaged and motivated. Despite the overall success, the study also identified several challenges. Some students required additional support to fully engage in the learning process due to factors such as lack of confidence or gaps in prior knowledge. Addressing these challenges requires ongoing mentorship and differentiated instruction. The role of the homeroom teacher was instrumental in sustaining the positive changes observed in the classroom. Regular communication between the researcher and the teacher facilitated the continuous monitoring of student progress and ensured that necessary adjustments were made to improve learning outcomes.

Another key conclusion from this study is the importance of formative assessments in tracking student learning. Regular quizzes, reflections, and group presentations helped teachers understand students' progress and make real-time adjustments to their teaching methods. The study also highlighted the need for continuous innovation in teaching approaches to maintain student motivation. Strategies such as gamification, real-life case studies, and personalized learning experiences were recommended to sustain high levels of student engagement over time. The findings underscore the importance of teacher reflection and professional

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development. The iterative process of classroom action research enabled teachers to critically assess their teaching methods and refine their instructional strategies to maximize student learning outcomes. Furthermore, the study emphasized the role of school administrators in supporting innovative teaching practices. Encouraging a culture of continuous improvement and collaboration among teachers can contribute to long-term advancements in educational quality. This research demonstrates that classroom action research is an effective approach for solving real classroom problems and enhancing teaching practices. By actively involving students in the learning process, teachers can create a more engaging and supportive educational environment.

The success of this study suggests that similar approaches can be applied in other educational settings to improve student learning outcomes. Future research could explore additional instructional strategies and their long-term impact on student engagement and academic achievement. In conclusion, the implementation of classroom action research at MAS PP Mawaridussalam significantly enhanced student participation, critical thinking, and academic performance. The study highlights the importance of student-centered learning, continuous teacher development, and a collaborative approach to improving education. Sustaining these efforts will require ongoing commitment from educators, students, and school administrators.

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