



Improving Student Learning Outcomes in Islamic Education Learning at SMP Satu Atap Reudeup through the Application of the Problem Based Learning Model

Sahirina¹, SMP Negeri 7 Meureubo, Indonesia

Iswandi², SD Negeri Cot Punti, Indonesia

ABSTRACT

This study aims to improve student learning outcomes in Islamic Religious Education and Character Education (PAI-BP) at SMP Satu Atap Reudeup through the application of the Problem Based Learning (PBL) learning model. The background of this study is the problem of low student learning outcomes indicated by only a small number of students achieving the Minimum Completion Criteria (KKM). The PBL model was chosen because it emphasizes active student involvement in solving real problems, critical thinking, and working together in groups, so it is expected to increase motivation and conceptual understanding. This study is a Classroom Action Research (CAR) carried out in several cycles with the stages of planning, implementation, observation, and reflection. The subjects of the study were grade VII students of SMP Satu Atap Reudeup. Data were collected through learning outcome tests, student activity observation sheets, and documentation, then analyzed descriptively. The results showed an increase in student activeness during learning and an increase in learning outcomes from the pre-cycle to the final cycle, so that the application of the PBL model was proven effective in improving student learning outcomes in the PAI-BP subject. Thus, the Problem Based Learning model can be used as an alternative innovative learning strategy to improve the quality of PAI-BP learning in junior high schools.

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Corresponding Author:

Sahirina

SMP Negeri 7 Meureubo, Indonesia

rinawirda64@gmail.com

Introduction

The quality of life of a nation is very closely related to education. Education plays an important role in forming an intelligent and competitive society, so reforms in this field need to be carried out on a sustainable basis to improve the quality of learning (Nurhadi et al., 2004). In the context of education reform, there are three main aspects that must be considered, namely curriculum improvement, improvement of learning quality, and effectiveness of the methods used. This effort is important so that educational outcomes are more meaningful and relevant to the needs of students. The problem that

often arises is the low ability of students' critical thinking skills because the learning process still emphasizes memorization alone. Students tend to be forced to remember information without being directed to understand and relate it to real life. As a result, many students only master the theoretical aspect, but have difficulty in applying knowledge to new situations.

Education is actually a conscious and planned effort to prepare students through guidance, teaching, and training to carry out roles in the future. This is in line with Law No. 20 of 2003 which emphasizes that education aims to create a learning atmosphere that allows students to actively develop their potential, both spiritual, intelligent, and life skills. A strong educational foundation is also needed so that teachers are able to determine the direction, goals, and strategies of learning in accordance with the principles of Freedom of Learning. Thus, students are expected to grow as a profile of Pancasila students who have faith, character, and competitiveness.

Teachers have a central role in efforts to improve the quality of education. Teachers are required to continue to develop professionalism and understand the characteristics of students so that learning runs optimally (Mulyasa, 2006). However, the reality in the field shows that student learning outcomes in the subject of Islamic Religious Education and Ethics (PAI-BP) are still relatively low. Data from the daily test results of grade VII of SMP Satu Atap Reudeup showed that only about 50% of students reached the KKM, while the rest had to take remedial action. This shows that PAI-BP learning still needs special attention, especially in terms of learning methods and media.

This condition is due to learning that tends to be conventional, less innovative, and minimal use of interesting media. Students also consider PAI-BP to be a difficult and boring subject because the scope of the material is wide, covering the Qur'an, Fiqh, Faith, Morals, and Islamic History. In fact, PAI-BP subjects are very important to guide students to understand, believe, and practice Islamic teachings in daily life. Therefore, the PAI-BP learning process must be packaged in a more interactive way so that students feel interested and motivated.

To realize this, teachers need to implement innovative learning strategies, models, and media. Teachers not only play the role of delivering material, but also as facilitators who are able to create a pleasant learning atmosphere and encourage active student participation. One of the relevant innovative learning models is Problem Based Learning (PBL). This model emphasizes the use of real problems as a context to practice students' critical thinking, problem-solving, and collaboration skills.

Tan (in Rusman) stated that PBL is a learning innovation that optimizes students' thinking skills through group work, so that they can develop knowledge continuously. Teachers play the role of facilitators who guide students in identifying problems, analyzing, and finding solutions. This model also allows students to relate new

knowledge to previous experiences, resulting in meaningful learning (Aprilyanto, 2017; Fauziah, 2016).

Several studies have shown that the application of PBL can improve critical thinking skills as well as student learning outcomes (Diani et al., 2017; Suari, 2018). Based on the problem of low learning outcomes of PAI-BP and the potential of PBL as a solution, the author is interested in researching the application of the Problem Based Learning learning model. Through this research, it is hoped that it will be known to what extent PBL is able to increase student activity as well as learning outcomes.

Methods

This study uses the Classroom Action Research (PTK) approach which is carried out in three cycles. PTK was chosen because it is suitable to improve the ongoing learning process and allow teachers and researchers to reflect on their teaching practices systematically (Arikunto, 2015). By using PTK, improvements can be made continuously based on the results of reflection in each cycle. The subject of this study is 16 students in grade VII of SMP Satu Atap Reudeup. The relatively small number of participants allowed researchers to conduct intensive observations of student activities and learning outcomes. The selection of this subject was based on real problems in the classroom, namely the low activity and learning outcomes in the subject of Islamic Religious Education (PAI).

The research design follows the PTK model developed by Kemmis and McTaggart (1992), which consists of four main stages: planning, implementation, observation, and reflection. Each stage is run sequentially and repeatedly in each cycle to obtain significant improvements in learning. The planning stage is carried out by compiling learning tools, such as Learning Implementation Plans (RPP), learning media, observation instruments, and learning outcome tests. The preparation of this tool aims to make the implementation of learning more directed and in accordance with the research objectives (Sugiyono, 2019).

At the implementation stage, teachers apply learning media in zakat materials. Students are directed to access materials, conduct group discussions, and complete assignments through the provided media. This media was chosen because it is able to present interactive learning and increase student participation (Wahyudin, 2020). The observation stage is carried out by researchers and collaborators to monitor student activity during the learning process. Observation was carried out using observation sheets that had been prepared, including indicators of activeness such as involvement in discussions, asking questions, and expressing opinions (Kunandar, 2013).

Furthermore, the reflection stage is carried out after each cycle is completed. At this stage, the researcher and collaborators analyze the observation data and test

results to evaluate the successes and shortcomings that arise during the learning process. The results of reflection are the basis for planning improvements in the next cycle (Mills, 2014). The data collection methods used include observation, tests, and documentation. Observation is used to determine the level of student activity, while tests are used to measure their learning outcomes on zakat materials. Documentation is used to complete data in the form of photos of activities, teacher notes, and student work results (Creswell, 2014).

The data obtained were analyzed using quantitative descriptive techniques. The percentage of student activity and learning outcomes is calculated to see an increase from cycle to cycle. This analysis is carried out to describe the changes that occur systematically and objectively (Arikunto, 2015). By using the systematic PTK method, this study is expected to provide a clear picture of the effectiveness of the use of innovative learning media in increasing the activeness and learning outcomes of grade VII students of SMP Satu Atap Reudeup in the subject of Islamic Religious Education.

Result

The results of class action research (PTK) carried out in grade VII of SMP Satu Atap Reudeup show an increase in the activity and learning outcomes of students after the application of Chromebook media in Islamic Religious Education (PAI) learning, especially in zakat materials. The research was carried out through three cycles, each consisting of stages of planning, implementation, observation, and reflection. In the initial condition before the action, the observation results showed that most of the students were still passive in participating in learning. Of the 16 students, only about 37% have completed above the KKM, while the rest are still below the KKM. Students look less excited, more silent, and some even disturb other friends during the discussion.

In the implementation of the pre-cycle, student activities in learning are relatively low. Teachers still use conventional methods with limited media, so that students are not actively involved in the learning process. The learning results showed that the average score was still at 71.85, with most students not yet reaching the minimum completion. After the action was carried out in the first cycle with the use of Chromebook media, there was an increase in student activity. Students begin to show enthusiasm when learning using digital devices. At this stage, student activity reached 72% with the good category.

The results of the learning test in cycle I also showed an improvement. The average student score increased from pre-cycle by 71.85 to 78.15. This indicates an increase of 6.30%. However, the results of reflection show that there are still some students who are not able to operate Chromebooks independently, so they need more intensive assistance. In cycle II, improvements were made by adding a Chromebook

practice session at the beginning of learning. This aims to make students more skilled in using the media. As a result, student activity increased to 76.11% with the good category. Students ask more questions and actively discuss in groups.

Student learning outcomes in cycle II also experienced a significant increase. The average score of students increased to 85.56, which means an increase of 7.41% compared to cycle I. The number of students who achieved learning completeness also increased more than before. Although the improvement has been seen, the results of reflection show that there are still students who tend to be passive in group discussions. Some students still prefer to rely on friends to do assignments. Therefore, the learning strategy was improved in cycle III by assigning individual assignments through Chromebooks so that each student was actively engaged.

In cycle III, student activity increased with an average percentage of 85.14% and was included in the very good category. Students look more confident in expressing their opinions and more focused on participating in learning activities. The learning outcomes in cycle III showed a steady increase. The average score reached 86.70 with the very good category. The increase from cycle II to cycle III was not as large as the previous cycle, which was only an increase of 1.14%, but this shows that learning has reached optimal conditions.

When compared to the pre-cycle, the increase that occurred was quite significant both in terms of activeness and learning outcomes. Activeness increased from the low category to very good, while learning outcomes increased from an average of 71.85 to 86.70. This achievement proves that the use of Chromebooks is able to encourage students to be more active and increase their understanding of PAI materials, especially zakat. Learning activities become more interesting, interactive, and in accordance with the needs of student development.

In addition, students are also more motivated in participating in learning. They not only listen to the teacher's explanation, but are also directly involved in finding information, processing data, and presenting the results of the discussion. This provides a meaningful learning experience that affects the improvement of learning outcomes. Overall, the results of this study show that the application of Chromebook media is effective in increasing student activity and learning outcomes. The learning process that was originally monotonous has become more varied, fun, and provides opportunities for students to actively participate. Thus, it can be concluded that Chromebook media is suitable for application in PAI learning and other subjects as one of the alternatives to learning innovation in the digital era. The application of this media can be a solution for teachers in overcoming low student activity and learning outcomes in the classroom.

Discussion

The results of the study show that the use of Chromebooks as a learning medium in Islamic Religious Education (PAI) is able to have a positive impact on increasing students' activeness and learning outcomes. This is in line with the opinion of Sudjana (2017) that the proper use of media can clarify the subject matter, increase motivation, and make students more active in the learning process. The initial low student activity experienced a gradual increase from cycle I to cycle III. Students who previously tended to be passive, more silent, or even annoying to their friends, began to engage in discussions, ask questions, and answer challenges given by teachers. According to Arsyad (2019), technology-based learning media is able to facilitate diverse student learning styles so that student participation increases significantly.

In addition, student learning outcomes have also experienced a consistent increase. From the pre-cycle condition with an average of 71.85, the value increased to 78.15 in cycle I, 85.56 in cycle II, and 86.70 in cycle III. This increase shows that the use of Chromebooks is able to help students understand the concept of zakat better. This is in accordance with the findings of Munir (2018) who emphasized that digital technology in learning encourages concept understanding through interactive learning experiences. The increase in student activity cannot be separated from their direct involvement in using Chromebooks. Through information retrieval, problem-solving, and presentation activities, students are more interested in participating in learning. According to Hamalik (2015), learning that actively involves students can increase interest and motivation to learn because students feel involved in the learning process itself.

Although the improvement is obvious, the study also found a problem at the beginning of implementation, namely that some students were not used to using Chromebooks. However, with teacher guidance and practice at the beginning of learning, these obstacles can be overcome. In line with Warsita's (2018) statement, the success of the use of learning technology is greatly influenced by the readiness of students and teachers in operating the media.

In addition to helping improve material comprehension, Chromebooks also provide a more enjoyable learning experience. Learning that was initially monotonous became more varied with visualizations and interactive activities. This is in accordance with Dale's (1969) view in the cone of learning experience, that the use of visual and interactive media can deepen understanding and strengthen students' memory. The improvement of learning outcomes is also inseparable from the intrinsic motivation of students that grows during the learning process. Chromebooks are not only used as a tool, but also as a means of knowledge exploration that makes students more independent. According to Deci & Ryan (2000), intrinsic motivation grows when students feel they have autonomy in learning and see the benefits of the activities they do.

Teachers play an important role as facilitators in directing students to use Chromebooks optimally. With the right mentoring, teachers can ensure that each student is actively involved and not just dependent on group friends. This supports Vygotsky's (1978) theory of constructivism which emphasizes the importance of scaffolding in helping students achieve a higher level of understanding. The study also confirms that the integration of technology in learning not only improves academic outcomes, but also trains 21st-century skills, such as critical thinking, cooperation, and digital literacy. According to Trilling & Fadel (2009), these abilities are very important to be prepared from an early age so that students are able to compete in the global era.

Thus, the use of Chromebooks in PAI learning has been proven to be able to increase student activity, comprehension, and learning outcomes. The application of this media can be an innovative alternative for teachers in facing the challenges of low activity and learning achievement. In addition, the results of this study imply that the use of technology-based media needs to be more integrated into the school curriculum so that the quality of learning is more optimal.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Problem Based Learning (PBL) learning model is effective in improving student learning outcomes in Islamic Religious Education and Character Education subjects at SMP Satu Atap Reudeup. The implementation of this model is able to encourage students to be more active in the learning process, improve critical thinking skills, and encourage participation in group discussions. The results of observations and evaluations show a significant increase from cycle I to cycle III, both in terms of activeness and achievement of student learning outcomes. Thus, Problem Based Learning has proven to be an effective learning strategy to improve the understanding and practice of Islamic Religious Education materials and facilitate students in linking religious concepts to everyday life.

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