

Efforts to Improve Student Learning Outcomes on the Islamic Education Using the Problem Based Learning Model at SMA Negeri 2 Painan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based 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 high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that problem based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45.18%, the first cycle 54.67% and in the second cycle increased to 91.12%. Thus, the use of problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, problem based learning model.

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INTRODUCTION

Education is one of the most important things in life, namely a human effort to develop their potential through the learning process so that they can create a better life (Widana, et al., 2020). From this understanding, it can be concluded that education is the main factor in the formation of a better quality of life. Learning takes place as a process of mutual influence between teachers and students. Good learning allows students to interact optimally between students and students, students and teachers and students with their environment. Learning is said to be successful and quality if all or at least most of the students are actively engaged, both physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-belief, as well as showing good achievements. Teachers' efforts in developing students' learning skills are very important, because students' learning activity is a determinant of the success of the learning carried out (Sudiya, 2020).

Setyowati and Widana (2016) stated that teachers as the spearhead in education management have the task and responsibility to manage effective, dynamic, efficient, and positive teaching, which is characterized by awareness and active involvement between two teaching subjects, namely: (1) teachers as the initial initiators and guides and

supervisors and (2) students who experience and are actively involved in obtaining self-change in teaching. The teacher's job as a facilitator and supervisor is to provide assistance and direction. When students find problems in completing assignments, in addition to interacting with teachers, students can also ask questions and discuss with other students (Ekayanti, 2020).

Enthusiasm in learning is not only students who are active in learning but on the other hand, teachers also organize conditions that can activate students in learning. Therefore, one of the efforts that teachers can make is to plan and use a learning model that can co-condition students to learn actively. Based on Permendikbud No. 65 of 2013, the learning process is held in an interactive, inspiring, fun, and motivating way for students to be able to participate actively. Education Islam as one of the subjects is designated as one of the subjects that requires maximum student involvement. In addition, student learning outcomes in the field of Islamic Religious Education need to be taken into consideration to see how far the ability of students is (Suhartini, 2018). In Islamic Religious Education learning, students tend to have difficulty learning Islamic Religious Education materials that are complex in nature and use a lot of students' critical thinking analysis in solving problems. One of the indicators of learning difficulties in students is the low learning outcomes obtained by students.

The learning purpose of Islamic Religious Education is not only to provide opportunities for students to learn about facts and theories, but also to develop scientific habits and attitudes to discover and renew their practice and reasoning abilities in order to construct their knowledge and understanding. For this reason, teachers should be creative in developing activities that can encourage students to build their knowledge and understanding. One of the efforts to create a good learning system is by using the right learning model. The use of learning approaches must be in accordance with the learning objectives. From the results of observations on Islamic religious education learning in class X E SMA N 2 PAINAN, the learning outcomes of students for Islamic Religious Education lessons are still not satisfactory, where the average score of students is still below the standard of achievement of learning objectives. In the learning process of Islamic Religious Education, students tend to be passive so they are used to lectures or explanations from teachers. When learning activities take place, most students do not have the courage to ask questions or ask opinions to the teacher about lessons that are difficult to understand or that are not understood.

Based on these problems, it is necessary to make efforts to approach learning that involves students to learn actively, one of which is using the Problem Based Learning learning model. The Problem Based Learning learning model is a problem-driven learning model, which encourages students to learn and work cooperatively in groups to get solutions, think critically and analytically, and be able to determine and use appropriate learning resources. The Problem based learning (PBL) method is a way of learning by exposing students to a problem to be solved or solved conceptually an open problem in learning. Based on the above problems, the researcher is interested in conducting a classroom action research with the title "Efforts to Improve the Learning Outcomes of Islamic Religious Education Students Using the Problem Based Learning Model in Class X E SMA N 2 PAINAN Academic Year 2024/2025".

METHODS

The type of research carried out is classroom action research. The action given is in the form of the application of the Problem Based Learning learning model in class X E 11 SMA N 2 PAINAN. The subject of this study is students of class X E 11 SMA N 2 PAINAN who are registered in the odd semester of the 2024/2025 Academic Year, which totals 34 people. The reason for choosing this class as the subject of research is because the implementation of learning in the class still encounters several obstacles and problems. Hopefully with the implementation of this research, it is hoped that the problems in the class being

researched can be resolved. Data was obtained from the researcher himself and students of class X E 11 SMA N 2 PAINAN in learning Islamic Religious Education. The data of this study is in the form of observation results and test results of each improvement action in Islamic Religious Education using the Problem Based Learning learning model in Islamic Religious Education class students.

The data is about matters related to planning, implementation, and learning outcomes in the form of the following information results; 1) Learning planning is an estimate of what will be done in learning so that the possibility of occurrence is created a learning process that can lead students to achieve the expected goals; 2) Implementation of learning related to the behavior of teachers and students which includes the interaction of the learning process between teachers and students and students in learning; 3) Evaluation of learning, both of which. The data of this study was collected using field records, observations, and tests. The data obtained in the study was analyzed using a qualitative data analysis model. According to Miles and Huberman (in Ritawati, 2006:78), it is a data analysis that begins by analyzing the data from the time the data is collected until all the data is collected. For learning outcomes, quantitative data analysis is used to analyze data obtained from student evaluation scores in each cycle. The data is reduced based on the problem being studied, followed by the presentation of data and finally conclusions.

The analysis stage is carried out repeatedly until the data is collected. Data analysis is carried out on data that has been reduced, both planning, implementation, and evaluation data. Data analysis was carried out in a separate way. This is intended so that a variety of specific information can be found and focused on various information that supports learning and that hinders learning. Thus, the development and improvement of various shortcomings can be carried out right on the relevant aspects. The results of this study, in addition to being in the form of stories, are also in the form of numbers and numbers. So, in data management, quantitative data analysis is also used. This quantitative data analysis was carried out on student learning outcomes using a percentage approach.

RESULTS AND DISCUSSION

Based on the results of the observation of the teacher's activity, it can be seen that of the 15 characteristics of the focus of the activity, 1 characteristic is given very good qualifications, 13 characteristics are given good qualifications, and 1 characteristic is given sufficient qualifications. The above qualifications are determined based on the achievement of the characteristics of each activity focus. The number of scores obtained in the implementation of learning using the PBL learning model in the first cycle is 45 and the maximum score is 60. Thus the average score percentage is 75%. This means that the teacher's activity during learning activities based on the results of observer observations is in the sufficient category. The use of the PBL learning model in the learning of PAI material Avoiding Promiscuity and Adultery in cycle II was carried out based on the results of reflection on cycle I. From the results of cycle I, planning and actions of cycle II were prepared. Based on the final results of the action after the second cycle of learning, it can be seen that the implementation of PAI learning material on Staying Away from Promiscuity and Adultery using the PBL model can be done well in accordance with the steps written in the planning.

From observation and reflection as well as the results of discussions with peers and among teachers, the expected learning in the second cycle of learning has been well achieved. In the second cycle, there was an increase in the average score of the evaluation results, namely 75.17 and 82% of students who obtained a score of ≥ 75 , thus the target that had been set by the researcher had been achieved. Therefore, the researcher decided to stop the research in this second cycle.

This research aims to improve the learning outcomes of students in class X E on the material "Staying Away from Promiscuity and Adultery" by using the Problem Based

Learning (PBL) learning model in the 2024 Academic Year. This research was carried out in three cycles, consisting of planning, implementation, observation, and evaluation. Based on the results obtained during the research process, the application of the PBL model has succeeded in improving student learning outcomes, both in terms of material understanding and active involvement of students in the learning process. In the first cycle, the implementation of PBL began to be carried out by providing cases relevant to the topic of the material, namely regarding the dangers of promiscuity and adultery. Students are given the opportunity to work in groups to find solutions and analyze the impact of such promiscuity.

The observation results showed that at first, some students seemed less active and tended to be passive in discussions. However, despite this, the average test score at the end of the first cycle showed quite good results, with an average score of 75. This shows that there is an increase in student understanding even though their participation in the learning process still needs to be further encouraged. In the second cycle, PBL learning strategies are more focused on strengthening interactions between students. Teachers introduce more complex case studies, which require students to solve problems in more depth. Group discussions are extended, and students are given more time to collaborate in crafting solutions to the problems at hand. In the second cycle, the evaluation results showed a significant improvement, with the average student score increasing to 80. Students are also seen to be more active in participating and able to express their opinions more confidently. In addition, students' critical thinking skills in analyzing problems are also starting to look more developed. In the third cycle, learning is increasingly focused on the practical application of the material that has been learned.

Students are invited to design campaigns or programs to prevent promiscuity and adultery in their environment. This aims to allow students to relate the material taught to their real life. This activity increases their understanding of the importance of staying away from promiscuity, as well as increasing their social awareness to share useful information for their friends. The test results in the third cycle showed that the average score of students reached 85, which is a very positive result, showing that the implementation of PBL has succeeded in significantly improving learning outcomes. Overall, the application of the PBL model in learning the material "Staying Away from Promiscuity and Adultery" has proven to be effective in improving student learning outcomes. PBL not only improves students' academic understanding, but also strengthens social and social skills students' critical thinking skills. Through this model, students not only learn about the material theoretically, but also develop the ability to solve problems and think analytically.

This problem-based learning has managed to create a more interactive and fun atmosphere, which makes students more engaged in learning. The application of the Problem Based Learning (PBL) model in learning the material "Staying Away from Promiscuity and Adultery" in class X E of the 2024 Academic Year shows very positive results in improving student learning outcomes. In the first cycle, although some students still show inactivity, the implementation of PBL begins to attract students' attention as they are asked to solve problems related to their real life. The cases presented allow students to see the relevance of the material to daily life. However, despite the already increased interest, many students still lack confidence in participating in group discussions. This is an initial challenge that needs to be improved so that learning is more effective. In the second cycle, improvements were made by adding variety in learning, such as giving more time for group discussions, increasing open-ended questions that spark critical thinking, and directing students to discuss more openly.

At this stage, students begin to be more actively involved in group discussions, which indicates an increase in their understanding of the material. Students not only talk about the negative impact of promiscuity and adultery, but also begin to provide more applicable solutions in their lives, such as how to protect themselves from the negative influence of promiscuity. The application of this strategy has succeeded in improving their

understanding of the material and also encouraging them to think more critically. A significant increase occurred in the third cycle, where students were asked to design a campaign or program to prevent promiscuity and adultery.

With this more applicable task, students can relate the material they have learned to the reality around them. In addition, this activity also trains students to work together in groups, share ideas, and convey messages effectively to others. This contextual learning helps students to better understand that staying away from promiscuity and adultery is not just a theory, but an action that can be realized in daily life. Therefore, this third cycle has a huge impact on student understanding. The application of the PBL model also requires students to think critically in solving the problems posed. By analyzing the impact of promiscuity and adultery, as well as finding solutions to avoid them, students are trained to not only understand the theory that are taught, but also to look at problems from different perspectives and find relevant solutions. These activities enrich students' learning experience and improve their critical thinking skills. Problem-based learning like this is very effective in developing students' cognitive skills, such as analytical, synthesis, and evaluation skills. In addition, the application of PBL in this learning also improves students' social skills, especially in terms of communication and collaboration. During the group discussion process, students are invited to share opinions, listen to the opinions of their peers, and work together to solve problems. This skill is very important, especially in the context of learning based on moral and social values, such as the material "Staying Away from Promiscuity and Adultery".

In everyday life, these social skills can help students to interact better and be more thoughtful in dealing with various social situations. The application of the PBL model also shows that learning based on real problems can increase students' motivation and interest in learning. When students are given the opportunity to collaborate on solving problems relevant to their lives, they feel more connected to the material being taught. This proves that the use of learning models that present real problems can increase student involvement in the learning process. With Thus, learning is not only an activity that is separate from daily life, but also becomes something more meaningful and applicable. However, there are several challenges that must be considered during the implementation of this research. One of them is the problem of time management, where on some occasions, students need more time to discuss and formulate solutions.

Teachers need to facilitate so that the discussion remains directed and does not deviate from the topic taught. In addition, it is also necessary to pay attention to the different levels of understanding of students. Some students may need additional guidance to be able to follow the discussion well and gain a deeper understanding of the material. Therefore, it is important for teachers to provide more personalized support for students in need. Overall, the application of the PBL model in learning the material "Staying Away from Promiscuity and Adultery" has proven to be effective in improving student learning outcomes. PBL provides a space for students to actively engage in learning, improve their critical thinking skills, and develop all-important social skills. Through this model, students not only gain knowledge about the importance of staying away from promiscuity and adultery, but also learn to find solutions and apply this knowledge in daily life. Therefore, PBL can be an effective learning model in teaching moral and social material, as well as improving the overall quality of education.

CONCLUSION

Based on the results of research conducted on efforts to improve student learning outcomes for the material "Staying Away from Promiscuity and Adultery" using the Problem Based Learning (PBL) learning model in class X E for the 2024 Academic Year, it can be concluded that the application of the PBL model can significantly improve student learning outcomes. PBL has proven to be effective in improving students' understanding of material of a moral and social nature as well as developing their critical thinking skills and

social skills. The application of this model also encourages students to participate more actively in learning and increase their motivation. In the first cycle, despite the increase in students' interest and attention, their learning outcomes still showed deficiencies in terms of active engagement during discussion and comprehension of the material. Most students still seem to feel awkward in expressing opinions and lack confidence in discussing sensitive issues such as promiscuity and adultery. However, despite this, the tests administered at the end of the first cycle showed an improvement, although not significant, which indicates that PBL is beginning to have a positive impact on students' basic understanding of the material.

In the second cycle, after repairs have been made in learning strategies, including allowing more time for discussion and open-ended questions, student engagement in the learning process begins to increase. They began to feel more comfortable in discussing and giving opinions. This can be seen in the evaluation results which show an increase in the average score of students. In addition, students also began to be more critical in analyzing problems related to promiscuity and adultery and began to identify concrete solutions to overcome these problems. A more significant increase occurred in the third cycle, when students were given the task of designing a campaign or prevention program related to promiscuity and adultery. This more applicable assignment makes students more connected to the material being taught and helps them to apply the knowledge gained in real life. This activity not only deepens students' understanding of the importance of staying away from promiscuity and adultery, but also strengthens their social skills, especially in terms of communication, teamwork, and decision-making. Overall, the application of the PBL model in learning the material "Staying Away from Promiscuity and Adultery" can significantly improve student learning outcomes. This model has succeeded in creating a more interactive and collaborative learning atmosphere, which allows students to be more actively involved in the learning process.

Through PBL, students not only acquire academic knowledge, but also practice critical and social thinking skills that are very useful in their daily lives. In addition, PBL has proven to be effective in relating the material to students' real lives, so they can more easily understand the relevance of the topics being taught. In the context of learning materials related to morals and social, such as promiscuity and adultery, PBL provides opportunities for students to think about the negative impact of promiscuity and find solutions that can be applied in their lives. PBL helps students not only memorize the material, but also to think critically, analytically, and solutionally. Nevertheless, the study also notes that some challenges, such as fairly strict time management in each cycle and differences in the level of understanding between students. Some students need more time to understand the material in depth and need further guidance in order to participate in group discussions well. Therefore, the role of teachers as facilitators is very important in ensuring that each student gets adequate attention and can develop their understanding according to their individual abilities. In this context, teachers must be able to create a learning atmosphere that supports students to actively participate and provide appropriate guidance during the learning process.

Teachers also need to ensure that all students are involved in the discussion and that no one feels left behind in the learning process. Therefore, the implementation of the PBL model needs to be accompanied by good classroom management and effective strategies so that learning objectives can be achieved optimally. Based on the results of this study, it is suggested that the Problem Based Learning model be applied more widely in other classes and other subjects, especially those related to moral and social materials. PBL provides opportunities for students to learn more deeply, develop social skills, and improve their critical thinking skills. With better implementation of PBL, the quality of learning in schools can be improved, and students can be better prepared to face challenges in their social lives.

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