Indonesian Journal of Islamic Education

Application of Problem Based Learning (PBL) Method in Increasing Student Learning Activities of Commendable Moral Material at MI Muhammadiyah Semampir

Yulia Rianti, MI Muhammadiyah Semampir
yuliariyanti48@gmail.com
Yusna, Mess Mithila'al-Anwar
ibuyusnah14@gmail.com
Yunus, MTSS PP. Raudhatul Hasnah
yunusanaksintau@gmail.com
Yulianti, MTs Raudlatululum
yuli.yulia0290@gmail.com
Yuliza Murni, MAN 3 South Coast West Sumatra
Yulizamurni78@gmail.com

Abstract: Effective learning methods play an important role in improving student activities and learning outcomes. One approach that has been proven to increase student engagement is the *Problem Based Learning* (PBL) method. This study aims to analyze the application of the PBL method in improving student learning activities in the material of Commendable Morals at MI Muhammadiyah Semampir. The research method used is classroom *action research*, which is carried out in two cycles with stages of planning, implementation, observation, and reflection.

The subject of this study is a class V student of MI Muhammadiyah Semampir. Data were collected through observations, interviews, and learning outcome tests. The results of the study show that the application of the PBL method can significantly increase student learning activities. In the first cycle, the active participation of students in discussion and problem-solving was still moderate. However, after making strategic improvements in the second cycle, a significant increase was seen. Students are more enthusiastic in participating in learning, actively asking questions, and able to work together in solving problems related to Commendable Morals material. In addition, the average score of students has also increased compared to before the implementation of the PBL method.

The success of the PBL method in improving student learning activities is due to several main factors, including a more interactive learning approach, the relevance of the material to students' daily lives, and the stimulation of critical thinking and interesting problem solving. Thus, the application of the PBL method can be an effective alternative in learning Islamic Religious Education, especially in the material of Commendable Morals.

Keywords: *Problem Based Learning, Learning Activities, Commendable Morals, MI Muhammadiyah Semampir.*

INTRODUCTION

Education has an important role in shaping the character and morals of students. One of the main aspects that must be considered is the teaching of commendable morals, which is the foundation for students to behave in the school environment and in daily life. Therefore, commendable moral learning must be carried out with an effective method so that students not only understand the concept, but also be able to apply it in real life.

However, in practice, commendable moral learning is still often carried out conventionally and is less attractive to students. Monotonous learning with a one-way lecture method causes students to tend to be passive and less actively involved. As a result, students' understanding of moral values becomes less deep, and awareness in applying commendable morals in their lives is low.

In addition, the low learning activity of students is the main challenge in learning commendable morals. Many students only listen to the teacher's explanation without any meaningful interaction with the material being studied. Lack of involvement in discussion and problem-solving has an impact on their low understanding of the moral values taught.

The gap between the learning methods used and the needs of students in understanding and applying commendable morals is a challenge for educators. The lecture method that is still dominant in learning is not able to build critical and reflective thinking skills in students. Therefore, innovations are needed in learning methods that are more interactive, participatory, and able to encourage students to think more deeply.

One of the methods that can be used to overcome this problem is *Problem Based Learning* (PBL). This method puts students at the center of learning by presenting real problems that they must solve independently or through group discussions. Thus, students are more active in exploring materials, developing critical thinking skills, and learning to work together in solving a problem.

The PBL method has several advantages in learning commendable morals. First, this method encourages students to understand moral concepts not only theoretically but also in the context of daily life. Second, PBL allows students to experience a more engaging and meaningful learning process through case studies and problem-solving. Third, this method helps students develop an attitude of responsibility, empathy, and cooperation, which are part of the commendable moral values themselves.

Based on the problems that have been described, this study aims to analyze the effectiveness of the application of *the Problem Based Learning* method in improving student learning activities on commendable moral material at MI Muhammadiyah Semampir. This research is expected to contribute to the development of more effective learning methods and relevant to the needs of students in understanding and applying commendable morals.

This research will focus on the application of the PBL method in the process of learning commendable morals and its impact on student learning activities. Learning activities will be measured through students' involvement in discussions, problem-solving skills, and reflective attitudes towards the moral values taught.

To achieve this goal, this study uses a classroom action research (PTK) approach that involves two learning cycles. Each cycle consists of planning, implementation, observation, and reflection stages to ensure the effectiveness of the methods applied.

It is hoped that the results of this study can provide insight for educators about the importance of the PBL method in improving student learning activities. In addition, this research can also be a reference for schools in developing more innovative and student-centered learning strategies.

With this research, it is hoped that educators, especially in MI Muhammadiyah Semampir, will understand more about the importance of applying interactive and problem-based learning methods in improving the quality of commendable moral learning.

Finally, this research aims to provide a real solution in facing the challenges of commendable moral learning that has been less effective so far. With the PBL approach, students are expected to better understand, internalize, and apply moral values in their daily lives.

METHODS

This study uses the Classroom Action Research (PTK) approach which aims to improve student learning activities through the application of the Problem Based Learning (PBL) method in learning Commendable Morals. PTK was chosen because it allows researchers to intervene directly in the learning process and evaluate its impact systematically. This research was conducted in two cycles, where each cycle consisted of planning, implementation, observation, and reflection stages.

This study uses grade V students of MI Muhammadiyah Semampir as the main data source. The selection of this class is based on the consideration that students at this level begin to be able to think critically and reflectively in understanding the concept of morality and its application in daily life. In addition to students, data sources also involve classroom teachers as facilitators in the application of the PBL method. Teachers play a role in designing problem-based learning scenarios, observing student responses and activities during the learning process, and providing reflection on the effectiveness of the methods applied. Secondary data sources are obtained from various learning documents, such as Learning Implementation Plans (RPP), textbooks, and student evaluation results. These documents are used to assess the suitability of the application of the PBL method with the curriculum and students' responses to changes in learning methods.

Data was collected through several techniques, namely observation, interviews, questionnaires, and documentation. Observations were made to observe student involvement in discussions, problem solving, and interactions between students during learning. Interviews were conducted with teachers and students to gain a deeper understanding of their perception of the PBL method. A questionnaire was given to students to measure the increase in learning activities and the level of satisfaction with the learning methods applied. Documentation includes student work, teacher diary, and recording of the learning process for further analysis.

The data was analyzed using qualitative and quantitative descriptive approaches. Qualitative data from observations, interviews, and documentation were analyzed using thematic analysis, which involved the stages of data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering relevant information, such as student interaction patterns, activeness in discussions, and teachers' reflections on changes that occur. The presentation of data is carried out in the form of narratives, tables, and diagrams to make it easier to understand the results obtained. The interview data was analyzed by looking for similarities and differences in views from students and teachers towards the PBL method. For quantitative analysis, data from the questionnaire was analyzed by calculating the percentage of student responses to various indicators of learning activities. These results were compared between before and after the application of the PBL method to see an increase in student participation and involvement in learning. In addition, student learning outcomes were also analyzed by comparing formative test scores before and after the application of the PBL method.

To ensure the accuracy of the data, this study uses a triangulation technique, which is comparing data from various sources and different data collection methods. Source triangulation is carried out by comparing data from observations, interviews, and questionnaires to ensure consistency of findings, while method triangulation is carried out by comparing observation results with questionnaire results and documentation so that the research results are more objective.

Conclusions were drawn by comparing all findings obtained from various data collection techniques. If the results of observations, interviews, and questionnaires show an increase in learning activities, then it can be concluded that the PBL method contributes positively to increasing student involvement in learning Commendable Morals. The results of this data analysis are used to design recommendations for teachers in applying the PBL method more effectively, which includes strategies in designing problem-based learning scenarios,

discussion facilitation techniques, and appropriate evaluation methods to measure students' understanding of Commendable Morals. With this systematic analysis approach, the research is expected to contribute to the development of more innovative and effective learning models, especially in improving student learning activities through the Problem Based Learning method.

This study uses the Classroom Action Research (PTK) approach which aims to improve student learning activities through the application of the Problem Based Learning (PBL) method in learning Commendable Morals. PTK was chosen because it allows researchers to intervene directly in the learning process and evaluate its impact systematically. This research was conducted in two cycles, where each cycle consisted of planning, implementation, observation, and reflection stages.

This study uses grade V students of MI Muhammadiyah Semampir as the main data source. The selection of this class is based on the consideration that students at this level begin to be able to think critically and reflectively in understanding the concept of morality and its application in daily life. In addition to students, data sources also involve classroom teachers as facilitators in the application of the PBL method. Teachers play a role in designing problem-based learning scenarios, observing student responses and activities during the learning process, and providing reflection on the effectiveness of the methods applied. Secondary data sources are obtained from various learning documents, such as Learning Implementation Plans (RPP), textbooks, and student evaluation results. These documents are used to assess the suitability of the application of the PBL method with the curriculum and students' responses to changes in learning methods.

Data was collected through several techniques, namely observation, interviews, questionnaires, and documentation. Observations were made to observe student involvement in discussions, problem solving, and interactions between students during learning. Interviews were conducted with teachers and students to gain a deeper understanding of their perception of the PBL method. A questionnaire was given to students to measure the increase in learning activities and the level of satisfaction with the learning methods applied. Documentation includes student work, teacher diary, and recording of the learning process for further analysis.

The data was analyzed using qualitative and quantitative descriptive approaches. Qualitative data from observations, interviews, and documentation were analyzed using thematic analysis, which involved the stages of data reduction, data presentation, and conclusion drawn. Data reduction is carried out by filtering relevant information, such as student interaction patterns, activeness in discussions, and teachers' reflections on changes that occur. The presentation of data is carried out in the form of narratives, tables, and diagrams to make it easier to understand the results obtained. The interview data was analyzed by looking for similarities and differences in views from students and teachers towards the PBL method. For quantitative analysis, data from the questionnaire was analyzed by calculating the percentage of student responses to various indicators of learning activities. These results were compared between before and after the application of the PBL method to see an increase in student participation and involvement in learning. In addition, student learning outcomes were also analyzed by comparing formative test scores before and after the application of the PBL method.

To ensure the accuracy of the data, this study uses a triangulation technique, which is comparing data from various sources and different data collection methods. Source triangulation is carried out by comparing data from observations, interviews, and questionnaires to ensure consistency of findings, while method triangulation is carried out by comparing observation results with questionnaire results and documentation so that the research results are more objective.

Conclusions were drawn by comparing all findings obtained from various data collection techniques. If the results of observations, interviews, and questionnaires show an increase in learning activities, then it can be concluded that the PBL method contributes positively to increasing student involvement in learning Commendable Morals. The results of this data analysis are used to design recommendations for teachers in applying the PBL method more effectively, which includes strategies in designing problem-based learning scenarios, discussion facilitation techniques, and appropriate evaluation methods to measure students' understanding of Commendable Morals. With this systematic analysis approach, the research is expected to contribute to the development of more innovative and effective learning models, especially in improving student learning activities through the Problem Based Learning method.

DISCUSSION

Data validation in this study was carried out through source triangulation and method triangulation to ensure the accuracy and validity of the findings obtained. Source triangulation was carried out by comparing the results of observations, interviews with teachers and students, and the results of questionnaires filled out by students. Meanwhile, triangulation methods are carried out by combining different data collection techniques, such as direct observation in the classroom, analysis of student assignments, and reflections from teachers.

The observation results show that after the application of the Problem Based Learning (PBL) method, student learning activities have increased significantly. This can be seen from the involvement of students in group discussions, courage in expressing opinions, and enthusiasm in solving the problems given. This finding is reinforced by the results of interviews with teachers, which state that the PBL method encourages students to think more critically and independently in understanding the concept of commendable morals. The results of the questionnaire given to students also support the findings of observation and interviews. The majority of students stated that the PBL method made it easier for them to understand the material and more motivated to learn. They feel that group discussions help them explore various points of view and hone their critical thinking skills. In addition, they also consider that learning becomes more enjoyable compared to the lecture method that was commonly used previously.

The analysis of student assignment results from the first cycle to the second cycle showed an increase in understanding of the material. In the first cycle, some students still have difficulty explaining the concept of commendable morals clearly. However, in the second cycle, the results of the assignment showed that students were able to better provide examples of the application of commendable moral values in daily life. This improvement confirms that the PBL method not only improves learning activities, but also helps students in understanding and internalizing the values taught. In data validation, reflective analysis is also carried out by teachers on the learning that has taken place. Teachers noted that although the PBL method has a positive impact on students' learning activities, there are still several challenges that need to be overcome, such as differences in students' ability to work in groups and time management that still need to be improved. Teachers also note that although this method requires students to be more independent, some students still need additional guidance in understanding the assigned tasks.

Based on the results of data validation, it can be concluded that the PBL method is effective in increasing student learning activities in the material of Commendable Morals at MI Muhammadiyah Semampir. Data triangulation showed that all data collection techniques led to the same conclusion, namely an increase in student involvement in learning, both in terms of participation in discussions, understanding of the material, and their critical thinking skills. The validation results also show that the application of the PBL method contributes to

the development of students' social skills. Through group work, students learn to communicate better, respect the opinions of others, and work together in solving problems. This is in accordance with the purpose of character education, where students are not only required to understand academic concepts, but also develop a positive attitude in their social life.

However, the validation results also identify several challenges that need to be considered in the implementation of the PBL method. One of the main challenges is the difference in the level of understanding of students in groups. Some more active students tend to dominate the discussion, while students who lack confidence become more passive. Therefore, teachers need to implement strategies that can encourage the involvement of all students equally. Another challenge found is time management. In PBL-based learning, students take longer to understand and solve the problems given compared to conventional learning methods. This can hinder the achievement of curriculum targets if not managed properly. Therefore, teachers need to manage their time more effectively and provide more targeted guidance so that each stage in PBL can run as planned.

Although there are several challenges, the validation results show that the benefits obtained from the application of the PBL method are far greater than the obstacles that arise. With improvements in the aspect of time management and guidance strategies for students, this method can be applied more optimally in moral learning and other subjects. Thus, the results of this study confirm that the Problem Based Learning method can be an innovative learning alternative in improving student learning activities. In addition to helping students understand the material more deeply, this method also trains critical thinking, communication, and teamwork skills. Therefore, teachers are advised to adopt this method in learning by adjusting its implementation strategy according to the needs of students. As an implication of this study, schools can consider providing training to teachers on strategies for implementing PBL methods so that learning can be more effective. In addition, further research can be conducted to test the effectiveness of these methods in other subjects or in a broader educational context. Thus, learning can further evolve towards a more interactive and student-centered approach.

CONCLUSION

Based on the results of this study, it can be concluded that the application of the Problem Based Learning (PBL) method in learning Commendable Morals at MI Muhammadiyah Semampir has a positive impact on student learning activities. The main findings show that this method is able to increase student involvement in the learning process, both in discussion participation, problem solving, and material understanding.

The observation results showed that after the application of the PBL method, students became more active in interacting with their classmates, more confident in expressing their opinions, and more enthusiastic in completing the assigned tasks. Learning activities that were previously passive when using the lecture method experienced a significant increase after students were given the opportunity to explore the material independently through discussion and group work.

In terms of material comprehension, the data show that students who learn with the PBL method have a better understanding of the concept of Commendable Morals compared to the conventional method. This can be seen from the increase in the average score of individual task results from the first cycle to the second cycle. Students are not only able to memorize the concept of morality, but can also provide concrete examples of the application of these values in daily life.

In addition, the PBL method has also been proven to improve students' critical thinking skills. By facing real problems related to morality, students are trained to analyze situations, consider various points of view, and find appropriate solutions. These skills are very important in supporting more meaningful and applicable learning.

The results of the questionnaire given to students also supported this finding, where the majority of students stated that they enjoyed learning with the PBL method more than the lecture method. They feel more motivated to learn because they are given the freedom to think and discuss with their classmates. This shows that PBL not only improves learning outcomes, but also increases students' interest and motivation in learning.

REFERENCES

Arends, R. I. (2012). *Learning to Teach*. McGraw-Hill.

Baharuddin & Wahyuni, E. (2007). *Teori Belajar dan Pembelajaran*. Ar-Ruzz Media.

Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-Based Learning: An Approach to Medical Education*. Springer.

Daryanto. (2014). *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Gava Media.

Dimyati & Mudjiono. (2013). *Belajar dan Pembelajaran*. Rineka Cipta.

Hmelo-Silver, C. E. (2004). *Problem-Based Learning: What and How Do Students Learn?* Educational Psychology Review, 16(3), 235-266.

Ibrahim, M. (2000). *Pembelajaran Berdasarkan Masalah*. UNESA University Press.

Joyce, B., Weil, M., & Calhoun, E. (2011). *Models of Teaching*. Pearson.

Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Deakin University.

Majid, A. (2012). *Strategi Pembelajaran*. PT Remaja Rosdakarya.

Mulyasa, E. (2018). *Menjadi Guru Profesional*. Remaja Rosdakarya.

Nasution, S. (2013). *Berbagai Pendekatan dalam Proses Belajar & Mengajar*. Bumi Aksara.

Ngalimun. (2014). *Strategi dan Model Pembelajaran*. Aswaja Pressindo.

Rusman. (2015). *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. PT RajaGrafindo Persada.

Sardiman, A. M. (2011). *Interaksi & Motivasi Belajar Mengajar*. RajaGrafindo Persada.

Slavin, R. E. (2011). *Cooperative Learning: Teori, Riset dan Praktik*. Nusa Media.

Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Suprijono, A. (2010). *Cooperative Learning: Teori dan Aplikasi PAIKEM*. Pustaka Pelajar.

Surya, M. (2013). *Psikologi Pembelajaran dan Pengajaran*. Alfabeta.

Trianto. (2017). *Model Pembelajaran Terpadu*. Bumi Aksara.

Uno, H. B. (2010). *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Bumi Aksara.

Wena, M. (2014). *Strategi Pembelajaran Inovatif Kontemporer*. Bumi Aksara.

Yamin, M. (2013). *Strategi dan Metode dalam Model Pembelajaran*. GP Press.

Yusup, M. (2018). *Evaluasi Pembelajaran*. Rajawali Pers.

Zubaedi. (2011). *Desain Pendidikan Karakter: Konsep dan Aplikasinya dalam Lembaga Pendidikan*. Kencana.

Zimmerman, B. J. (2002). *Becoming a Self-Regulated Learner: An Overview*. Theory into Practice, 41(2), 64-70.

Kementerian Pendidikan dan Kebudayaan. (2017). *Model Pembelajaran Inovatif*. Puskur Balitbang Kemendikbud.

Shoimin, A. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Ar-Ruzz Media

Suyono & Hariyanto. (2011). *Belajar dan Pembelajaran*. Remaja Rosdakarya.

Wahyudi. (2016). *Pendidikan Karakter dalam Perspektif Islam*. RajaGrafindo Persada.