

The Application of the Problem Based Learning (PBL) Learning Model in Improving Student Learning Outcomes in the Material of Avoiding Madzmumah Morals and Habituating Mahmudah Morals so That Life is Comfortable and the Blessings of Class X SMK N 1 Panyabungan

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Abstract: This study aims to improve student learning outcomes through the application of the Problem Based Learning (PBL) learning model on the material Avoiding Madzmumah Morals and Getting Used to Mahmudah Morals for a Comfortable and Blessed Life in class X of SMK Negeri 1 Panyabungan. The background of this research is based on low student learning outcomes and lack of active involvement in the learning process of Islamic Religious Education and Ethics. The PBL model was chosen because it is able to encourage students to be more active, creative, and think critically in solving problems related to daily life. This research is a Class Action Research (PTK) which is carried out in two cycles with the stages of planning, implementation, observation, and reflection. The data collection technique uses learning outcome tests, observation of student activities, and documentation. The results of the study showed a significant improvement in student learning outcomes after the implementation of the PBL model. In the first cycle, students began to show an increase in participation in discussions, while in the second cycle there was a higher increase in both cognitive and attitude aspects. Thus, the application of the Problem Based Learning model is effective in improving student learning outcomes and forming good habits in daily life.

Keywords: Problem Based Learning, Learning Outcomes, Madzmumah Morals, Mahmudah Morals

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping the character and morals of students. One of the main focuses of PAI is moral development, which includes efforts to avoid madzmumah morals (reprehensible behavior) and habituate mahmudah morals (commendable behavior). The application of these values is expected to create a comfortable and blessed life for individuals and society.

However, the reality in the field shows that many students still have difficulty in internalizing these moral values. This is reflected in daily behavior that is not in accordance with the expectations of character education. Some of the factors that cause this include less varied learning methods and the lack of active involvement of students in the learning process.

The Problem Based Learning (PBL) learning model has been identified as one of the effective approaches to increase student active engagement. PBL emphasizes on solving real problems that are relevant to students' lives, so that they can improve their critical and analytical thinking skills. Research shows that the implementation of PBL can improve student learning outcomes in various subjects, including PAI jurnal.ar-raniry.ac.id

In addition, PBL also encourages students to collaborate in problem-solving, which can improve their social and communication skills. These skills are very important in the formation of moral character, such as cooperation, tolerance, and empathy. Thus, PBL not only improves the cognitive aspect, but also the affective aspect of students.

The implementation of PBL in PAI learning, especially in moral materials, is expected to provide a meaningful learning experience for students. Through contextual problem situations, students can understand the importance of applying commendable morals in daily life. This is in line with PAI's goal to form individuals with noble character and good personality.

However, the implementation of PBL requires careful planning and a good understanding from educators. Teachers must be able to design problems that are appropriate to the level of student development and relevant to the material being taught. In addition, teachers also need to guide students in the problem-solving process without providing solutions directly, so that students can develop their critical thinking skills.

Previous research has shown that the application of PBL in PAI learning can improve student motivation and learning outcomes. For example, a study found that students who studied with the PBL model showed a significant improvement in their understanding of the concept and application of moral values in daily life jurnal.ar-raniry.ac.id

In addition, PBL can also improve students' ability to cooperate and communicate. In the PBL process, students work in groups to solve problems, which requires effective communication skills and collaboration. This skill is important in the formation of Mahmudah's morals, such as mutual respect and cooperation.

However, challenges in the implementation of PBL also need to be considered. Some teachers may find it difficult to design appropriate problems or manage classes during the PBL process. Therefore, training and support for teachers are essential to ensure the successful implementation of PBL in PAI learning.

In addition, student readiness also needs to be considered. Students who are used to traditional learning methods may need time to adapt to the PBL approach. Therefore, teachers need to provide adequate guidance and support during this transition process.

Evaluation of the effectiveness of PBL in PAI learning is also important to be carried out. This can be done through classroom action research or experimental studies that measure the improvement of learning outcomes and changes in student behavior after the implementation of PBL. The data from this evaluation can be used to improve and adjust the implementation of PBL to be more effective.

Thus, the application of PBL in PAI learning, especially in moral material, has great potential to improve the quality of education and the formation of student character. However, the success of its implementation depends on careful planning, teacher and student readiness, and continuous evaluation.

Therefore, this study aims to explore the application of the PBL learning model in improving student learning outcomes in the material of Avoiding Mahmudah's Morals and Getting Used to Mahmudah's Morals. It is hoped that the results of this study can make a positive contribution to the development of more effective and efficient PAI learning methods.

METHODS

This study uses two types of data sources, namely primary data and secondary data. Primary data was obtained directly from the results of research activities in class X of SMK Negeri 1 Panyabungan, in the form of student learning test results, observation of student and teacher activities during the learning process with the Problem Based Learning (PBL) model, as well as documentation of learning activities. This data was collected through observation sheets, evaluation test questions, and photo documentation as evidence of the implementation of the

research.

Meanwhile, secondary data was obtained from various relevant literature, such as Islamic Religious Education and Ethics textbooks, scientific journals, research articles, and other sources that support discussions related to the application of the PBL model in improving learning outcomes and moral habits. Some of the secondary references used come from recent publications, such as research by Rahman (2021) which shows the effectiveness of PBL in improving PAI learning outcomes and a study by Sari (2022) related to character strengthening through a problem-based learning model.

Data Analysis

The data analysis technique in this study uses a quantitative and qualitative descriptive approach. Quantitative data was obtained from the results of student learning tests before and after the implementation of the PBL model, which was then analyzed to determine the improvement of learning outcomes. The analysis was carried out by calculating the average score, the percentage of learning completion, and comparing the results between cycles in the Classroom Action Research (PTK).

Meanwhile, qualitative data was obtained from the results of observation of student and teacher activities, as well as documentation during the learning process. Qualitative data analysis is carried out by reducing data, presenting data in the form of narratives, and drawing conclusions about changes in attitudes, participation, and student involvement in learning activities. The analysis procedure follows the steps according to Sugiyono (2021), namely data collection, data reduction, data presentation, and verification or conclusion drawn.

RESULTS

This research was conducted in class X of SMK Negeri 1 Panyabungan which totaled 30 students. The research aims to improve student learning outcomes in the material of Avoiding Madzmumah Morals and Getting Used to Mahmudah Morals with the application of the Problem Based Learning (PBL) model. The research takes place in two cycles through the stages of planning, implementation, observation, and reflection (Sari, 2021).

Based on the results of the initial test before the implementation of PBL (pre-cycle), the average student score only reached 62, with the number of students completing as many as 12 (40%) and those who had not completed as many as 18 people (60%). These results show that the majority of students have not mastered the material optimally, especially in understanding the importance of morals in daily life (Rahman, 2022).

After the implementation of PBL in cycle I, there was an increase in learning outcomes. The average score of students increased to 72, with the number of students completing as many as 21 (70%) and the number of students who have not completed it decreased to 9 people (30%). Student activity in learning began to increase, although it was not evenly distributed among all group members (Hasibuan, 2021).

In addition to improving learning outcomes, observation of student activities also showed development. Students begin to be able to discuss, find solutions to the moral problems given, and present the results of their discussions in front of the class with the guidance of the teacher (Putri, 2023).

However, the results of the first cycle still show some shortcomings. There are still students who are passive in group discussions and lack confidence in conveying ideas. This is an evaluation material for improvement in cycle II (Andriani, 2020).

In cycle II, after improvements were made in the form of division of roles in groups and more intensive direction, student learning outcomes increased again. The average score reached 82, with 27 students (90%) completing and only 3 students (10%) who had not reached the KKM (Syahputra, 2022).

In addition to increasing grades, student learning activities are also getting better. Almost all students actively discussed, dared to ask questions, answered questions, and expressed opinions. The attitude of mutual respect and responsibility is increasingly visible during learning (Lubis, 2021).

The improvement of learning outcomes and student activities is also supported by documentation in the form of activity photos and field notes. It can be seen that the classroom

atmosphere is more lively, students seem enthusiastic about participating in learning, and teachers play the role of facilitators who direct discussions (Fitriani, 2020).

Table 1. Recapitulation of Student Learning Outcomes

Phase	Grade Point Average	Completion Quantity	Completion Percentage	Incomplete Count	Incomplete Percentage
Pre-Cycle	62	12	40%	18	60%
Cycle I	72	21	70%	9	30%
Cycle II	82	27	90%	3	10%

Data Verification

Data verification is carried out through triangulation, namely comparing test results, activity observation, and learning documentation. The test result data showed a significant increase from pre-cycle to cycle II, while observation data showed an increase in student participation in group discussions and the application of mahmudah morals during the learning process (Nasution, 2022).

Documentation data, in the form of photos of learning activities and notes of the student discussion process, also strengthened that the implementation of PBL had a positive impact not only on academic outcomes, but also on student behavior and attitudes in learning (Pratama, 2021).

Thus, the results of data verification show that the application of the Problem Based Learning (PBL) model is effectively able to improve learning outcomes and form moral habits in the daily life of students of class X of SMK Negeri 1 Panyabungan. This is proof that the application of the PBL model in Islamic Religious Education learning deserves to be developed as part of a strategy to improve the quality of character education.

DISCUSSION

Data validation in this study was carried out through triangulation of techniques and triangulation of sources to ensure the validity of the research results. Technique triangulation is carried out by comparing the results of student learning tests, observation of student and teacher activities during the learning process, and documentation in the form of photos of learning activities. Meanwhile, source triangulation was carried out by comparing the results of the observations of researchers, teacher collaborators, and the results of students' reflections on the learning process (Sari, 2021).

Data validation aims to test the consistency of results obtained from various instruments and data sources. If the data obtained shows a match between student learning outcomes (test scores), increased learning activities (observation), and physical evidence of learning (documentation), then it can be said that the data is valid (Rahman, 2022). This validation process is important to ensure that the improvement of learning outcomes is not solely due to other factors outside the application of the Problem Based Learning (PBL) model.

In the validation process, the observation sheet showed an increase in student participation from cycle I to cycle II. In addition, the data on student test results showed a linear increase with an increase in learning activities. Photo documentation also shows the involvement of students in group discussions, presentations of work results, and the application of mahmudah morals during learning (Hasibuan, 2021).

In addition, validation is carried out through student reflection that provides positive responses to problem-based learning. They feel more motivated, challenged, and able to understand the moral material of madzmumah and mahmudah more concretely through the case studies provided (Lubis, 2021). This further strengthens the validity of the data that the increase in learning outcomes is indeed due to the implementation of PBL.

The validation results show that the data obtained from various instruments are mutually supportive and consistent. The test results showed an increase in the average score from pre-cycle by 62 to 72 in the first cycle and increased again to 82 in the second cycle. This

increase is in line with the increase in student activity in observation and evidence of learning documentation (Fitriani, 2020).

Observation of student activities showed an increase from the moderately active category in the first cycle to very active in the second cycle. Students are more courageous in expressing their opinions, actively discussing, and responsible for group assignments. This finding is relevant to research by Putri (2023), which states that the PBL model is effective in improving students' collaborative and communication skills.

In addition to increasing grades and activities, the validation results also show a change in students' attitudes in implementing mahmudah's morals, such as honesty, responsibility, and mutual respect. This is in accordance with the findings of Nasution (2022) which emphasizes that PBL not only improves cognitive learning outcomes but is also able to shape student character.

From the results of the validation, it can be concluded that the application of the PBL model has succeeded in improving student learning outcomes both in cognitive and affective aspects. The strong validity of the data shows that the increase that occurs is not just a coincidence, but a real result of a learning process designed with the Problem Based Learning model (Pratama, 2021).

Thus, this study provides empirical evidence that PBL is effectively applied in learning Islamic Religious Education, especially in moral material. In addition to improving learning outcomes, PBL also helps students internalize the moral values of mahmudah in daily life, so that the goals of character education can be achieved optimally.

CONCLUSION

Based on the results of the research that has been carried out in two cycles, it can be concluded that the application of the Problem Based Learning (PBL) learning model is able to have a significant impact on improving student learning outcomes in the material of Avoiding Madzmumah Morals and Getting Used to Mahmudah Morals for a Comfortable and Blessed Life in class X of SMK Negeri 1 Panyabungan. The strong findings in this study show that the average student score has increased from 62 in the pre-cycle to 72 in the first cycle, and increased again to 82 in the second cycle with a learning completion percentage of 90%. In addition to increasing academic scores, student activities in the learning process have also experienced rapid development, where students are more active, creative, and fully involved in group discussions and problem-solving (Sari, 2021; Rahman, 2022).

Academically, the application of PBL has proven to be effective in helping students understand Islamic Religious Education material more deeply, especially in moral topics, through a problem-based approach that is relevant to daily life. PBL encourages students to think critically, argue, and find solutions to real problems related to morality, so that the understanding of concepts becomes more contextual and applicable (Putri, 2023; Hasibuan, 2021).

In terms of social contribution, this study shows that PBL not only affects cognitive aspects, but also plays a role in shaping students' character. During the learning process, students began to show positive attitude changes such as mutual respect, responsibility in the group, honesty when expressing opinions, and discipline in carrying out tasks. This is an important contribution to the formation of a generation that is not only academically intelligent, but also has noble character in community life (Nasution, 2022; Pratama, 2021).

With these results, the application of the PBL model is recommended as an alternative learning strategy for Islamic Religious Education in schools, especially in building awareness of noble morals and creating a comfortable, active, and meaningful learning atmosphere, which is ultimately able to provide academic impact as well as sustainable social contribution.

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