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Improving Student Learning Outcomes in Islamic Cultural History Learning with the Problem Based Learning Model: A Classroom Action Research

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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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. 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: Problem based learning model, learning outcome, islamic education.

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INTRODUCTION

One of the goals of education is to prepare students in terms of the knowledge and skills needed, so that they can function as adults in the future (Dasopang et al., 2023; Lubis, 2024; Siraj et al., 2023). With the rapid changes in this world, the influence of globalization culture on students' attitudes, it is necessary to re-evaluate what students need and learn to keep up with global challenges in the future. Schools as social institutions must be conducive and sensitive to the needs of students in the future in order to develop knowledge and foster students' personal skills (Dasopang et al., 2022; Lubis & Dasopang, 2020; Silvia et al., 2023; Siraj et al., 2023). As stated in Law Number 20 of 2003 Article 1, paragraph 1 concerning the National Education System which states about the Objectives of National Education that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential

to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state".

Based on the above opinion, it can be concluded that the goal of education is something that is expected from students as a direction for where teaching and learning activities must be carried out in accordance with the goals to be achieved (Kimianti & Prasetyo, 2019; Lubis & Wangid, 2019; Ningsih et al., 2023; Putra et al., 2023). In order for educational goals to be achieved according to expectations, teachers need the right learning method according to the material being taught. Active student learning is one solution that can be applied in the process of learning Islamic religious education. Regarding the quality of education, of course it cannot stand alone, because the quality of education is related to several factors. In the learning process, many are involved, namely: the main factors are teachers, school infrastructure, school climate, management and leadership (Dasopang & Lubis, 2021; Fatwa et al., 2023; Lubis et al., 2022; Safitri & Sari, 2022). To design quality education, the above factors need to be asked, are the teachers qualified? After all, it is impossible for unqualified teachers to produce quality students, so teachers must be qualified. The expected teacher quality standards already hold a bachelor's degree (S1), if possible more than S1 or at least a diplomat Four have been enacted in Law number 14 of 2005 concerning teachers and lecturers which was implemented on September 22, 2005. 2. So far, students' ability to solve all problems that exist in themselves, their families and their environment is one of the real proofs that educational institutions have succeeded in carrying out their functions well.

Islamic Religious Education will certainly greatly influence students' behavior in life at school, family and society. The existence of Religious Education subjects greatly helps students to live a good life with Allah and His creations in this universe (Dasopang et al., 2022; Lubis et al., 2021; Pasaribu et al., 2023; Santrock, 2011; Wolfolk, 2016). The preparation of this classroom action research is to feel how the Islamic Religious Education learning process so far in schools really feels that the learning that is delivered tends to be dominated by the teacher (Teacher Center) by only using monotonous methods such as lectures, so that students only listen to what the teacher says and are occasionally given the opportunity to answer questions asked by the teacher (Hastuti, 2019; Irawan & Suryo, 2017; Lubis & Lubis, 2024; Nurliza et al., 2024; Sinaga et al., 2023). The lecture method is a method of delivering messages or lesson materials to students and students receive them. This method tends to be less active for students, in addition, this method can make children bored, boring and not active for students. When they start to lose concentration and feel bored, then the material delivered by the teacher to students is less effective. As a result, when students are asked about the material that has been delivered by the teacher, there are still many students who cannot and forget to answer the question. The reality is, in class X-A students, when carrying out daily tests and mid-semester exams, the results obtained are less than optimal or below the KKM (Minimum Completion Criteria) standard value.

This research is in the context of an active learning method that will be applied during the teaching and learning process. Active learning places students as the core of teaching and learning activities. Students are considered as objects and as subjects. Active learning is an active and dynamic teaching and learning process. In this process, students experience "intellectual-emotional involvement" in addition to their physical involvement. With this method, it is hoped that the cognitive domain of students will increase. The assessment obtained by students is a benchmark for teachers whether the material taught by the teacher has been understood by students or not. It is hoped that students' scores can reach the KKM (Minimum Completion Criteria) which is the limit value that must be achieved by students in the subject of Islamic Religious Education. If students have not reached the KKM, the teacher will hold remedial or improve students' learning abilities. The purpose of remedial is to help students achieve the KKM value. In the initial condition or pre-cycle activities, researchers have not used actions, the learning model is less interesting, and learning still uses the lecture method. The plan is that the teacher will

apply the MPA learning model to the cycle 1 activity action with the material "Competition in Goodness and Work Ethic" This strategy requires students to think, build emotional intelligence, develop independence, positive interdependence, multi-sensation, fun, and train students' articulation4. Furthermore, Paul Ginnis stated that the elements that can be activated through the use of the MPA method are, actively moving, speaking, listening, reading, writing and seeing5. This MPA learning model is implemented through a series of stages that are limited by a tight time limit. Therefore, teachers must really manage time in detail and discipline. Teachers can use stop watches, countdowns, whistles, alarm clocks, bells, gongs and so on to mark the beginning and end of each stage. In applying the MPA learning model, teachers act as guides by providing opportunities for students to learn actively, teachers must be able to guide and direct student learning activities according to the objectives. Conditions like this want to change teaching and learning activities that are teacher oriented to student oriented. In MPA, teachers should give their students the opportunity to become problem solvers, scientists, historians, or experts in the field of religion to be able to develop their insights. Teaching materials are not presented in their final form, but students are required to carry out various activities to collect information, compare, categorize, analyze, integrate, reorganize materials and make conclusions.

METHODS

This study uses a type of classroom action research or called Classroom Action Research, which is research conducted by teachers in the classroom or school where they teach with an emphasis on improving or enhancing the learning process and practice. PTK in Indonesia was only known in the late 80s, although it was introduced in 1946 by an American social psychologist named Kurt Lewin and then developed by other experts such as Stephen Kemmis, Robin Mc. Tanggart, John Elliot, Dave Ebbutt and so on. 22 In this study, the researcher's activities in the field are to prepare activity plans, carry out observations, conduct evaluations and finally report the results of the study.

This study was conducted for 2 months which will be implemented on November 1 to December 30, 2023 at SMAN 1 Kaway XVI, West Aceh Regency, Aceh Province. The subjects in this study were class X / A students at SMAN 1 Kaway XVI, West Aceh Regency, totaling 15 students for the 2023/2024 Academic Year. While the object of the research is various activities that occur in the classroom during the teaching and learning process by applying the MPA method. This research was conducted with a planned research procedure that includes Planning, Action, Observation and Reflection activities23. The implementation of this classroom action research design starts from cycles I, II and III discussing all concepts of change consisting of sub-topics.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, researchers will not obtain data that meets the established data standards. The data required in this study were obtained through MPA processing which can be done using tests or non-tests. The assessments used can be in the form of cognitive, process, attitude, or assessment of student work results. If the form of assessment is in the form of cognitive assessment, then in the MPA learning model, a written test can be used. If the form of assessment uses process, attitude, or assessment of student work results, then the implementation of the assessment is carried out by observation which can be seen in the Teaching Module design.

RESULTS AND DISCUSSION

Learning at SMA Negeri 1 Kaway XVI before the implementation of classroom action, teachers teach conventionally. Teachers tend to lecture, take notes on teaching materials and transfer knowledge to students so that students listen and seem less active and even tend to make students feel bored. This has an impact on the results of low student scores

below the KKM 70 in class X / A in the previous material at SMAN 1 Kaway XVI. At this stage, the researcher prepared learning devices consisting of lesson plan 1, LKPD 1, formative test questions 1 and the teaching tools contained. b. Activity and Implementation Stage The implementation of teaching and learning activities for cycle 1 was carried out on June 12, 2023 in class X.A with 15 students. In this case acting as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. the average value of student learning achievement was 60 and learning completeness only reached 40% or 6 students out of 15 students had completed learning.

These results indicate that in cycle I, the classical learning completion has not reached the desired percentage of 100%. The results that are almost close to 100% occurred because after the teacher confirmed that at the end of each lesson there would always be a test so that at the next meeting students were more motivated to learn. In addition, students also began to understand what the teacher meant and wanted by implementing the market place activity learning model. Observers also commented on this first cycle that there were several aspects that needed attention to improve the implementation of further learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts and time management. In this second cycle stage, the researcher prepared learning tools consisting of lesson plan 2, LKPD 2, formative test questions 2 and the teaching tools contained. The implementation of teaching and learning activities for cycle II was carried out on November 20, 2023 in class X-A with 15 students. In this case, the researcher acted as a teacher. The learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II.

At the end of the teaching and learning process, students were given a formative test II with the aim of determining the level of student success in the teaching and learning process that had been carried out. The instrument used was a formative test II, the average score of the formative test was 80 from 15 students, of which 10 students had completed and 5 students had not achieved learning completion. Classically, the learning completion that had been achieved was 66.6% and had not reached the desired completion category target of 100%. Therefore, a third cycle is needed to achieve the 100% completion target for all students so that the desired learning objectives can be achieved properly. Observers also commented on this second cycle, there were several aspects that needed attention to improve the implementation of further learning. These aspects are implementing a learning model that must pay attention to active students in learning and motivating students, guiding students to formulate conclusions/find concepts and time management.

In this third cycle, the researcher prepared learning devices consisting of lesson plans 3, LKPD 3, formative test questions 3 and the teaching tools contained. b. Activity and observation stage. The implementation of teaching and learning activities for cycle II was carried out on December 2, 2023 in class X-A with 15 students. In this case, the researcher acted as a teacher. The learning process refers to the lesson plan by paying attention to revisions in cycle II, so that errors or deficiencies in cycle II are not repeated in cycle III. At the end of the teaching and learning process, students were given a formative test III with the aim of determining the level of student success in the teaching and learning process that had been carried out. The instrument used was the formative test III.

The average score of the formative test was 90 from 15 students, of which 15 students had completed it and 5 students and all students had achieved the completion criteria. Classically, student learning completion in cycle III has reached 100%. The results in cycle III have increased very well from cycles I, II. The increase in learning outcomes in cycle III is influenced by the increase in the teacher's ability to apply the discovery learning model market place activity learning model which makes students more accustomed to learning like this so that students find it easier to understand the material. The teaching and learning activities in cycle III also received quite good assessments from

observers in terms of motivating students, guiding students to formulate conclusions/discover concepts, and time management.

CONCLUSION

Based on the results of the research and discussion presented, it can be concluded that the average value of student learning outcomes during the implementation of the teaching and learning process using the market place activity learning model was obtained in cycle I, namely 60 with a percentage of learning completion of 6 students out of 15 students 40% and experienced a slight increase in cycle II with an average value of 70 with a percentage of learning completion of 66%. So that in cycle III, student scores experienced a very good increase with an average value of 80 with a percentage of completion of 15 students, thus achieving the 100% result expected by the teacher. Student responses to the use of the market place activity learning model showed a positive attitude. This can be seen in student learning outcomes. This means that student activities during learning using the market place activity learning model experienced positive changes. Student responses to the use of the market place activity learning model showed that there was student motivation to learn better. This is indicated by the increasing learning outcomes of students.

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