The Effectiveness of Problem Based Learning Model in Improving Students' Conceptual Understanding in Islamic Education Learning

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ABSTRACT

This study aims to improve students' conceptual understanding ability by applying the problem based learning model. This study is a classroom action research. The subjects of this study were elementary school students. Data were collected using observation and test techniques. The collected data were analyzed using descriptive statistical techniques. The results of the study indicate that the use of the problem based learning model can improve the learning outcomes of Islamic Religious Education on the material of Asmaul Husna examples in grade IV students of SDN 15 Meulaboh, Johan Pahlawan District, West Aceh Regency. Furthermore, there is a comparison of the increase in the average value of the learning outcome test in each cycle, namely in the initial condition the average value was only 80.66% with learning completeness only reaching 74.3%. After being given action in cycle I, the average value of students increased to 85.00% with learning completeness reaching 92.3%. In cycle II the average value increased again. Based on these results, the problem based learning model can be used as an alternative model in an effort to overcome the problem of low students' conceptual understanding ability.

Keywords: *Problem based learning, conceptual understanding, Islamic education learning.*

Introduction

Education is essentially an effort to civilize humans or humanize humans. Education is very strategic to educate the nation's life and is needed to improve the quality of the nation as a whole. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble morals, and the skills they need.

This is in line with the goals of Islamic religious education, namely something that is expected to be realized after people experience Islamic education as a whole, namely a person's personality that makes him a perfect human being. 1 This means that Islamic education is expected to produce humans who are useful for themselves and society and are happy and enthusiastic about practicing Islamic teachings.

Then Learning is the process of changing behavior after interacting with the surrounding social environment. These changes will be seen in all aspects of behavior including cognitive, affective, and psychomotor domains. In this context, a person is not said to be learning if there is no change in these aspects. This means that learning success can be seen from the extent to which the learning process can produce changes in students.

Learning as a psychic activity is closely related to many factors, both internally and externally. Among the internal factors that greatly influence students' learning success is the interest factor. Interest is a psychological factor in the form of a person's interest in something that continues continuously. In the teaching and learning process, teachers have an important role in educating their

students in order to achieve educational goals. Therefore, teachers should not only convey lesson information but also carry out their duties as guides for the growth and development of students so that they become useful human beings. In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are defined here as professional educators with the main task of educating, teaching, guiding, directing, training, initiating and evaluating students in early childhood education through formal education, basic education and secondary education.3 A teacher has a great responsibility in the teaching and learning process. Therefore, teachers must be able to understand each of their students.

In every teaching and learning process, many students still underestimate a subject that they consider easy, even though in reality many of them do not understand what they have learned. Therefore, as an educator, you can provide a clear explanation to your students and provide examples that can be understood by students. In determining the learning method, an educator must also adjust the learning method to the material that will be taught to students, because if the learning method is not in accordance with the material being taught. In addition, of course, every teaching, of course, a teacher has obstacles in conveying education to students because each student has limitations and each student has different levels of comprehension, strength of understanding and memory so that teachers must think of effective ways or methods in teaching each lesson to their students. The learning approach can be interpreted as our starting point or perspective on the learning process, which refers to the view of the occurrence of a process that is still very general in nature, in which it accommodates, inspires, strengthens, and underlies the learning method with a certain theoretical scope. From the definition of the approach above, the teaching and learning activities in the 2013 curriculum emphasize that learning is related to the approach where the approach must be centered on students. In its implementation, a model is needed that can support teaching and learning activities. The method itself means the operational steps of the chosen learning strategy in achieving learning goals. According to the Purwadarminta dictionary, a method is a method that has been organized and thought out well to achieve a goal.

According to the Big Indonesian Dictionary, a method is a systematic way of working to facilitate the implementation of an activity in order to achieve a specified goal. From the above understanding and the development of the education curriculum. One approach that is in accordance with the latest curriculum is the Problem Based Learning approach. Problem based learning itself has the goal and benefit of training the development of creative and innovative student thought patterns. Problem-based learning (PBL) only emerged at the end of the 20th century, precisely popularized by Barrows and Tamblyn (1980). This model emerged as a result of their research on the reasoning abilities of medical students at Mc Master Medical School Canada. Problem Based Learning was also studied by de Goeij (1987) at the University of Limburg, the Netherlands and has produced a problem-based curriculum with several interesting characteristics, including: (1) in the first 6 weeks, thematic learning is carried out which is arranged in a multidisciplinary manner; (2) the program material is coherent and has a comprehensive structure; (3) the program contains repetitive properties; (4) Over the course of 4 years there is a gradual increase in difficulty from easy to more difficult. Problem-based learning is different from learning through problem-solving methods. Problem solving requires students to individually find answers to a series of questions based on information provided by the teacher. This is one method that can be a problem solver for students who are less active or less able to grasp the lessons given so that students are stimulated to find or learn something given by their teacher.

Method

This type of research is Classroom Action Research, which comes from the English word Classroom action research which means class research that examines the effects of group activities to find out the activities applied to researchers in the class. Action research, according to Elliott, is a study of social situations whose purpose is to improve the quality of action through diagnosis, planning, implementation, monitoring and studying its impact. In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart, which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection.

Cycle II is the delivery that has been achieved, then the research can be ended. The procedures applied in this study include the following stages: 1) Planning. In this stage, the researcher explains what, why, when, where, by whom, and how the action is carried out. At the planning stage, the researcher determines the focus of events that require special attention and then creates an observation tool that helps the researcher record the facts that occur during the activity; 2) Action. This stage is the implementation or application of the contents of the design, namely regarding actions in the classroom. At the implementation stage, teachers must remember and try to stick to what has been formulated in the plan, but also act wisely, not artificially; 3) Observation. Observation activities are carried out by observers. Observations are carried out during the learning action, namely related to learning to write explanatory texts; 4) Reflection. This stage is an activity to restate what has been done. This activity is very suitable for teachers to do after the activity ends and then a meeting is held with the researcher to discuss the implementation of the action plan.

A study requires an object to be studied to achieve the objectives of the study. Data from the objects studied are data needed by researchers for the data analysis process. The objects to be studied are still in the form of a population selected by the researcher. According to Sugiyono, population is a general area consisting of objects or objects that have a certain number and characteristics that researchers use to study and then draw conclusions. "The population used by the author is grade 4 students at Sd Negeri 15 Meulaboh in the 2022/2023 academic year. Students consist of grade IV SD.

Result and Discussion

This study uses Classroom Action Research. Data collection techniques through test questions, observation and documentation. Data analysis techniques in this study are by using the average calculation formula and the student learning completion calculation formula. Based on the results of the research analysis, it can be seen that by using the problem based learning model, students' understanding has increased from cycle I to cycle II, with an average value of student understanding tests at the end of cycle I of 80% and at the end of cycle II of 85%. From the results of the analysis, it can be concluded that the use of the problem based learning model can improve understanding of Islamic religious education lessons on the material of Asmaul Husna examples in grade IV students.

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This research is a field research and a qualitative descriptive type, for the data collection process using exploration techniques, interviews, and documentation. Furthermore, the researcher uses a credibility test model to determine the validity of the data. Data reduction, data presentation, and conclusion making are part of the data analysis. The following are the findings of this study: (1) Planning in learning consists of 3 stages, including the initial stage, core stage, and final stage, used to carry out psychomotor communication improvements, activeness, and originality of student learning by using a project-based learning model in the PAI subject. (2) The professionalism of an educator, positive motivation possessed by students, and adequate educational facilities are supporting variables for the use of project-based learning models. The varying levels of ability learned, and the lack of time allocation form stumbling blocks. The originality of this research lies in the focus of the research which examines the planning, implementation and evaluation of the application of project-based learning models in Islamic Religious Education and Character Education learning, so that it can differentiate between this research and previous research and research that the author will do.

Conclusion

Based on the results of data analysis in the previous chapter, related to the use of problem based learning model in improving understanding of the material of exemplary Asmaul Husna class IV, it can be concluded that the use of problem based learning model can improve the learning outcomes of PAI material exemplary Asmaul Husna in class IV students of SDN 15 Meulaboh, Johan Pahlawan District, West Aceh Regency. Furthermore, there is a comparison of the increase in the average value of the learning outcome test in each cycle, namely in the initial condition the average value was only 80.66% with learning completeness only reaching 74.3%. After being given action in cycle I, the average student value increased to 85.00% with learning completeness reaching 92.3%. In cycle II the average value increased again.

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