



## Improving The Quality Of Islamic Religious Education Teaching Through The Implementation of The Problem Based Learning (PBL) Model at Wahid Hasyim Vocational School

Fitri Yuni Haryani  
Ma'arif Islamic College Magetan  
[fitriyuni929@gmail.com](mailto:fitriyuni929@gmail.com)

### ABSTRACT

Islamic Religious Education learning is a compulsory subject held for all school levels in Indonesia. However, its learning process mostly get less attention which can be seen from both students and teachers. This is caused that it still uses conventional methods, such as memorization, assignments and lectures. This results a lack of student activity and a monotonous impression which impacts the low quality of learning. Therefore, an interactive learning model is needed to improve the quality of learning. Thus, the research carrying out focused on the application of the Problem Based Learning model in improving the quality of PAI learning at Wahid Hasyim Vocational School Ponorogo. This study applied descriptive qualitative method. Data collection instruments used interviews, observation and documentation. Data analysis used reduction, verification and conclusions. The results of the research show that: (1) The application of the Problem Based Learning model in PAI subjects is that the teacher gives problems to students, coordinates student learning, the teacher guides student learning, the teacher instructs students to develop and present their work, the teacher analyzes and evaluates student learning outcomes at the same time solution to problem. (2) The application of the Problem Based Learning model improves the quality of the learning process, as evidenced by appropriate,

### ARTICLE INFO

**Article History:**

*Submitted/Received 23 Jan 2023*

*First Revised 28 Jan 2024*

*Accepted 1 Feb 2024*

*First Available online 9 Feb 2024*

*Publication Date 29 Feb 2024*

**Keyword:**

*Quality of learning, Problem Based Learning*

optimal learning, and increased student learning outcomes. Apart from it, students are more active in learning activities (student-centred). Therefore, this research shows that the application of the Problem Based Learning model can improve the quality of PAI learning at Wahid Hasyim Vocational School.

Keywords: quality of learning, Problem Based Learning

© 2023 Educational Technology UPI

## 1. INTRODUCTION

Islamic Religious Education (PAI) is one of important subject implemented at all levels of school, because it teaches manners and character which are really needed by students in everyday life. However, the quality of its learning process is currently not going well and less optimal. Many students apparently ignore PAI compared to other subjects. It happens because PAI has many subjects matters, while most teachers apply usual methods, such as memorizing, lecturing, doing assignments, which has not developed yet.

Thus, PAI learning currently requires modifications to more innovative learning models. The learning process can be carried out effectively quality if a teacher is able to carry out their duties properly and correctly as they should. Moreover, now PAI has been designated as a science that determines both middle and high school graduation. The Arabic proverb states that "*Ath-thoriqah ahammu minal madah*" which means that methods are more important than materials (Padi, 2018).

Teachers are expected to have good skills abilities in designing and implementing learning. This is as explained in An-Nahl (16: 44), which means "And we sent down Ad-Dzibr (Al-Qur'an) to you, that you may explain to people what has been revealed to them and that they may think."

Moreover, teachers also need learning tools that can be compiled and developed, which include handbooks for teachers, handbooks for students, student assignment/work sheets, learning media such as computers, teaching aids, learning implementation guidelines, curriculum, etc. This is done with the aim at improving the quality of learning, especially in PAI subjects.

Teachers need to innovate so that the quality of learning can be carried out as expected. Teaching is part of learning, with the consequence that the teacher's role is more emphasized on how to design the various resources and facilities available for students to use or utilize in learning something. This is as expressed by (Gagne, 1992), who states that "Instruction is a set of events that effect learning in such a way that learning is facilitated". One step that can be used to improve the quality of student learning is innovation to implement learning models that are able to foster and increase student attention and motivation to learn during the learning process. One of the learning models that can be used as an alternative in seeking effective and memorable learning for students and improving the quality of learning is using a problem-based learning model (Problem Based Learning).

Problem Based Learning is a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time they have skills to solve the problem (Lestarringsih, 2022). Meanwhile, (Ngalimun, 2012) states that Problem Based Learning is a learning model in which the application is not only including problems in class, but also giving students opportunity actively to form knowledge through interaction and collaborative inquiry.

Problem Based Learning is also referred to as a learning model that stimulates students to learn how to really learn, working in groups to find solutions to real world problems. This problem is used to increase students' curiosity in the ongoing learning process (Duch, 1995). Another opinion also defines that Problem Based Learning is an approach where students are faced with authentic (real) problems, so that they are expected to be able to construct their own knowledge, improve high-level thinking skills,

make students independent, and increase their self-confidence (Arends, 2007). Apart from that, PBL is also a learning strategy where students are actively faced with complex problems in real situations (Glazer, 2001).

The use of methods will affect the quality of learning. The quality of learning arises because there is motivation that appears in each teacher. Motivation originates from the concept of philosophers, that not all human behaviour is controlled by reason, but there are not many actions that have been carried out by humans that are beyond human control, therefore an opinion was born, viewed from being rationalistic creatures, humans are also mechanistic creatures are creatures that are driven by something beyond reason (Shaleh and Wahab, 2004).

Based on this background, this research aims to see the quality of learning in Islamic Religious Education (PAI) subjects by applying the Problem Based Learning model for class XI students at Wahid Hasyim Vocational School, Ponorogo.

## **2. METHODS**

The method used in this research is a qualitative descriptive method, which is one type of research that is included in the qualitative type (Sugiono, 2016). Descriptive research to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts individually and in groups (Sukmadinata, 2016). The aim of this research is to reveal events or facts, circumstances, phenomena, variables and conditions that occurred during the research by presenting what actually happened regarding the application of the Problem Based Learning method in improving the quality of learning in PAI subjects.

Data collection instruments in this research used interviews, observation and documentation. The researcher prepared an interview guide which contained a list of questions relevant to the research topic, then interviews were conducted with the resource person, namely the Islamic Religious Education teacher. Researchers also prepare observation guidelines which contain a number of aspects that need to be observed according to the research topic. Apart from that, the researcher also provided several supporting documentation to strengthen the results of interviews and observations.

The research was carried out at Wahid Hasyim Vocational School which is located on Jl. Bhayangkara Gg. II No.19, Taman Arum, Ponorogo Regency. The data sources for this research are PAI teachers and class XI students at the school. Data was obtained through a process of observation, interviews and documentation collection.

## **3. RESULTS AND DISCUSSION**

The application of the Problem Based Learning model in class XI PAI subjects at Wahid Hasyim Vocational School is almost the same as the application of the learning model in other schools. Problem Based Learning (PBL) is student-centered learning that involves student in class activities, where students are faced with everyday problems with the aim of improving skills in preparing problem solutions. The definition of Problem Based Learning was put forward by Barrow (Barret, 2017) that: PBL as the learning that results from the process of working towards the understanding of a resolution of a problem. The Problem is encountered first in the learning process.

Based on the explanation presented by Mr. Khoiron and Mr. Mustafidin as PAI teachers, that Problem-based Learning model should be applied with the existing syntax. The first is explaining the material being taught, orienting the children's thinking towards a problem, forming groups, having them find out the cause and its solution, then get them to share the results of their thoughts. Based on this explanation, it can be explained that in implementing this model, the first step the teacher takes is to explain the material. On this occasion, the material discussed was sources of Islamic law, then he guided the students' opinions to be oriented towards one issue raised and related to the material being taught. The problem raised is why there are differences in opinions and practices of each Muslim in worship, such as differences in prayer methods, differences in ablution methods and so on. When the teacher explained material regarding the sources of Islamic law, the students paid close attention to the teacher's explanation, although there were one or two people who still seemed unfocused, but most of the students looked serious about listening to the teacher's explanation.

The second step that the teacher takes is that the students understand the context of the problem being raised. The teacher instructs the students to form small groups which is assigned to look for the factors that caused the problem to occur and what solutions can be taken to resolve the problem. After hearing the instructions from the teacher, the students began to make their own five groups consisting five or six people as the teacher's directions. Then, after the students have their own groups, they start discussing with each other to find the factors that cause the problem and what solutions can be made to solve it. During the discussion process, the teacher monitors and observes every behaviour carried out by students. The students who took part in the learning process seemed eager to discuss their arguments regarding the issues raised and one of them acted as a note taker (recorder) of the results of the discussions held.

The next step, after all groups of students had finished discussing the causes and solutions related to the problem, then teacher invited each group to appoint a representative to explain the results their group had obtained, as well as giving other groups the opportunity to provide their responses. It can be seen from the existing conditions, representatives from each group who were assigned to explain the results of their group's findings explained them firmly and fluently in front of the class, but there were also those who might still be hesitant or embarrassed to explain their group's findings, so they mostly read the existing notes and just a little explanation.

After all groups explained the results of their group discussions and other groups had responded, he reviewed and concluded each explanation from each group, then he provided additional explanations that he felt needed to be given to students. Thus, the implementation of the Problem Based Learning model carried out by the teachers in PAI subjects in class XI at Wahid Hasyim Vocational School, Ponorogo. Overall, from the beginning to the end of the lesson, students looked enthusiastic in going through each stage instructed by the teacher. This is in line with the opinion which explains that learning models are used by teachers as a guide in planning learning in the classroom. (Joyce & Weil, 2012) argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or elsewhere.

The Problem Based Learning model is an application of constructivist learning theory which prioritizes active and student-centered learning. More clearly, as stated: "PBL is a situation with a real or realistic recognition of the problem variables, improve

student's communication skills and a learning method that allows developing a practical solution related to the problem situation, which aspects of the process are: a) Provides active learning; b) Gives the group work skills; c) solving skills improvements; d) Science literacy increases; e) Enhance the scientific process skills; f) Permanence of knowledge increase; g) Increase the self-learning skills; h) The critical thinking skills increase; i) Communication skills develop" (Gurses, Dogar, & Geyik, 2015).

PAI teachers as well as resource persons also explained same advantages and disadvantages regarding the application of the problem-based learning model. The advantages of Problem Based Learning, can be described, are as follows, including: First, training students to collaborate with other students through team work or groups that are formed. Second, train students to learn to process the information they get. Third, practice how to convey opinions or arguments both within their respective groups and with other groups when each group presents the results of its discussion.

The Problem Based Learning model is seen as a model that has many advantages, as stated by (Erdogan & Senemoglu, 2014), including: a) making learning more meaningful, namely students learn to solve a problem by applying the knowledge they have; b) students integrate knowledge and skills simultaneously and apply them in relevant contexts; c) improve critical thinking skills, foster student initiative in learning, motivate internally in learning, and d) can develop interpersonal relationships in group learning. Apart from that, same other advantages of the PBL model were also stated by (Gorghiu, Cristea, Petrescu, & Monica 2015), namely: a) the PBL model relates to real life situations, so that learning becomes meaningful; b) encourage students to learn actively; c) encourage other learning as an interdisciplinary learning approach; d) provide opportunities for students to choose what to study and how to study it; e) encourage the creation of collaborative learning; f) able to improve the quality of education.

The weakness of the Problem Based Learning model include: First, students' immature readiness results in activities not running well. Second, it requires trained teachers. Third, it takes a relatively long time, and less capable students become less confident. As explained, the shortcomings of the PBL model can be explained, namely: a) feeling uncomfortable with independent learning in problem solving for students who are used to depending on the information conveyed by the teacher; b) will feel lazy to try problems for students who lack confidence in solving problems; c) if students do not understand the importance of trying to solve problems, then students will not learn what they want to learn; d) takes a very long time; e) needs to be supported by books that can be used as understanding in learning activities (Abidin, 2014).

In general, students appear active during the learning process, because they take part in the learning process so that they are motivated to bring out all the abilities they have and of course while remaining under full supervision from the teacher. In this way, the quality of learning can be achieved as it should be, is learning that prioritizes effectiveness and is student-centered.

#### **4. CONCLUSION**

The application of the Problem Based Learning model in Islamic Religious Education lessons involves, the teacher explaining the material being taught first, the teacher instructing students to form small groups, the teacher coordinating student learning, the teacher guiding student learning, the teacher instructing students to develop and present their work, the teacher analysing and evaluating student learning outcomes

as well as problem solving. Thus, the application of the Problem Based Learning model is able to improve the quality of learning in PAI subjects for class XI students at Wahid Hasyim Vocational School, Ponorogo. This was found based on direct observations by researchers and responses or attitudes carried out by students during the learning process. However, there are many things that must be prepared by the teacher as the person in control of the learning process so that the learning objectives can be achieved and the learning process can run according to plan. and better quality for the future.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

## 6. REFERENCES

- Abidin, Yunus. (2014). *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: PT Refika aditama.
- Arends, R.I. (2004). *Learning to Teach*. Toronto: Mc Graw-Hill.
- Barrett, T., (2008). *Students' Talk About Problem-Based Learning in Liminal Spaces*. Unpublished PhD thesis, Coventry University.
- Duch, B. J., Groh, S. E., & Allen, D. E. (2001). *The Power of Problem-Based Learning: A Practical "How to" for Teaching Undergraduate*. Virginia: Stylus Publishing.
- Erdogan, T., & Senemoglu, N. (2014). *Problem-Based Learning in Teacher Education : Its Promises and Challenges*. *Procedia - Social and Behavioral Sciences*, 116, 459–463. <https://doi.org/10.1016/j.sbspro.2014.01.240>
- Gagne. (2014). *Kegiatan Pembelajaran Yang Mendidik*. Jakarta : PT Asdi Mahasatya
- Glazer. (2001). *Problem Based Instruction*. In M. Orey (ED), *Emerging Perspective on learning, teching, and technology*. (online) terdapat. <http://www.coe.uga.edu/epltt/ProblemBasedInstruct.htm>.
- Gorghiu, G., Cristea, S., Petrescu, A., & Monica, L. (2015). *Problem-Based Learning - An Efficient Learning Strategy In The Science Lessons Context*. 191, 1865–1870. <https://doi.org/10.1016/j.sbspro.2015.04.570>
- Gurses, A., Dogar, C., & Geyik, E. (2015). *Teaching Of The Concept Of Enthalpy Using Problem Based Learning Approach*. *Procedia - Social and Behavioral Sciences*, 197(February), 2390–2394. <https://doi.org/10.1016/j.sbspro.2015.07.298>
- Joyce, B. R., & Weil, M. (2000). *Models of Teaching and Learning; Where Do They Come From and How Are They Used? In Models of Teaching* (6th ed., pp. 13-28). Allyn and Bacon
- Sukmadinata, Nana Syaodih. (2013). *Metode Penelitian Pendidikan*. Bandung : PT

Remaja Rosdakarya.

Ngalimun,dkk. (2012). *Perkembangan dan Pengembangan Kreativitas*. Yogyakarta: Aswaja Pressindo.

Padi, Achmad. (2018). *Ath-Thoriqoh ahammu minal madah dalam Perspektif KH.Hasyim Asy'ari dan Operasionalisasi dalam Pembelajaran di STIT Raden Wijaya Mojokerto*, *Journal of Islamic Religious Instruction* Vol. 2 No. 1 Februari.

Shaleh, Abdul Rahman dan Muhmib. Abdul Wahab. (2004). *Psikologi suatu Pengantar dalam Perspektif Islam*. Jakarta: Prenada Media.

Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.