



Implementation of the Problem Based Instruction Model in Islamic Religious Education Learning in Senior High Schools

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Abstract

One of the objectives of this study was to determine the Effectiveness of the Application of the Problem Based Instruction Learning Model on Student Learning Outcomes in Religious Education Subjects. Religious Education Subjects. Students' activeness in learning can be seen from their seriousness in participating in learning. To help solve the problem of the lack of student learning outcomes, researchers are interested in trying a learning model, namely Problem Based Instruction (PBI) to improve student learning outcomes. learning model, namely Problem Based Instruction (PBI) to improve student learning outcomes. students. This research is an experimental research with Post Test Only Control Design. The population in this study was class in Indonesia. Sample were selected using purposive sampling technique. The experimental class is class Network Computer Engineering and the control class is class Agribisnis. The instrument used is a question test. Based on data analysis, the results of t count > table. T count is 3.629 and T-table is 1.687. This means that the application of the Problem Based Instruction learning model has been effective on student learning outcomes in Islamic Religious Education subjects. Islamic Religion class XI Computer Network Engineering.

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INTRODUCTION

In essence, learning is a process that individuals go through to achieve changes in behavior for the better as a result of individual experiences in interaction with the environment. Changes in behavior as a result of learning can occur through listening, reading, following instructions, observing, thinking, appreciating, imitating, training or trying it yourself with teaching or practice. The changes in behavior as a result of learning are relatively permanent and not just temporary changes. Learning has actually started since the prophet Adam As. In the Quran it is stated by Allah SWT (Prihatini, 2017; Jamaludin, 2021; Aryanti et al 2022).

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وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ
فَقَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

Meaning: *And he taught Adam the names (things) of them all, Then presented them to the angels and said: "Tell me the names of those things if you are truly righteous people!" They replied: "Glory be to You, there is nothing we know except what You have taught us; You are indeed All-Knowing and All-Wise (QS. Al-Baqarah : 31-32).*

The term learning can be defined from various points of view. From a behaviorist perspective, learning is a process of changing student behavior through optimizing the environment as a source of learning stimulus. In line with many behavioristic ideas developed by experts, learning is interpreted as an effort to master skills through gradual and detailed habituation of students in providing responses or stimuli they receive which are reinforced by appropriate behavior from the teachers (Kiranti et al., 2023; Pasaleron et al., 2023)

Learning from a cognitive perspective is defined as a learning process built by teachers to develop creative thinking that can improve students' abilities in constructing new knowledge as an effort to increase good mastery of subject matter. Based on this understanding, learning can be said to be a teacher's effort to provide stimulus, direction and encouragement to students so that the learning process occurs (Abdurakhman, & Rusli, 2015; Wirani, & Manurung, 2020).

Learning is a translation of words "*instruction*" which in Greek is called *instructed* or "to enter" which means conveying thoughts, ideas that have been processed meaningfully through learning. This definition is more oriented towards educators (teachers) as agents of change (Sellner, 2004).

According to National Education System No. 20 of 2003, Chapter I, article I, says that learning is a process of interaction between students and educators and resources in a learning environment. So learning is a conscious effort made by teachers or educators to make students or students learn (change behavior to gain new abilities) which contains or is a system or design to achieve a goal. According to writers/researchers, learning is a process to help students learn well so that they gain knowledge and information provided by educators (Napitupulu, 2019).

There are two things that we should pay attention to from the definition above. First, a learning model is a plan or pattern that is used as a guide in planning learning in class to achieve the expected learning objectives. The learning model refers to the learning approach that will be used, including learning objectives and classroom management.

Learning outcomes are the abilities that students have after receiving their learning experience. The abilities that students have as a result of learning actions can be attracted through the student's appearance or learner's performance. Learning outcomes as something that is obtained, obtained or mastered after the learning process are usually indicated by grades or scores. Learning outcomes assessment is the process of giving grades to the learning outcomes achieved by students according to certain criteria (Suryadi, 2022).

According to the author/researcher, in order to create a pleasant learning atmosphere for students, educators are expected to be able to use enjoyable learning strategies and models. Thus, it is necessary for educators to make improvements to achieve the right targets so that they are in accordance with the desired goals. There are many learning models and one of the many

that can be used is the learning model Problem Based Instruction.

Model Problem Based Instruction (PBI) is a learning model based on constructivist understanding that accommodates student involvement in learning and authentic problem solving in obtaining information and developing understanding of topics, students learn how to construct problem frames, organize and investigate problems, collect and analyze data, compile facts, constructing arguments regarding problem solving, working individually or collaboratively in solving problems (Rosmiati, & Lestari, 2021).

Based on the results of an interview with one of the class the use of conventional methods without any variation in learning causes students to get bored, bored, so that the material feels difficult to understand.

METHODS

This research is field research namely research carried out in real life. The research is quantitative. This method meets scientific principles, namely concrete/empirical, objective, measurable, rational and systematic. It is called a quantitative method because research data is in the form of numbers and analysis uses statistics. The method is an experimental method. The experimental research method is a research method used to find influence treatment (treatment) under controlled conditions, and can be interpreted as a method used to find the effect of certain treatments on others under controlled conditions (Kristia, 2020).

In this research, researchers used techniques Post Test Only Control Design with the selection of samples used for the experimental group and control group each being taken individually Purposive from a certain population. There are two classes in the sample, the first group (X) is called the experimental group, which applies the learning model Problem Based Instruction (PBI), while group (Y) is the control group and does not apply the learning model Problem Based Instruction (PBI). At the end of the research, the experimental class and control class took test questions which aimed to determine student learning outcomes using Post Test Only Control Design. In actual research, influence treatment analyzed with different tests, using t-test statistics (Prasetia, 2016; Meilana et al., 2021).

According to Sugiyono, population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn. The population in this study was class XI students at SMK N 4 Kutacane, Southeast Aceh. The sample is a portion of the subjects in the population studied, who are certainly capable Representative can represent the population. This sampling must be carried out in such a way that a correct sample is obtained that can serve as an example or can describe the actual population. According to Arikunto, a sample is a portion or representative of the population to be studied (Korowa et al., 2018; Suriani, & Jailani, 2023).

The sampling technique used is Purposive Sampling. Technique Purposive Sampling is that sampling is based on considerations for a specific purpose, meaning that the determination of the control group and experimental group is carried out by considering things that are homogeneous from two particular groups that meet criteria such as the same number of students and teachers teaching. The samples that the researchers chose were students from class XI (Dewi et al., 2017; Firmansyah, 2022).

The instrument used in this research was interviews. Interviews are a data collection technique that is carried out in a structured or unstructured

manner and can be carried out face to face or by using a telephone network (Nasution, 2016; Jailani, 2023). Tests in the form of written questions are given to students. This aims to monitor the improvement in learning outcomes of class XI students after implementing the learning model Problem Based Intruction (PBI).

Students were divided into two groups, namely the experimental class and the control class. The first group, called the AAT group (control class), totaling 19 people were not given treatment Problem Based Intruction (PBI). The second group, called the TKJ group (experimental class), totaling 20 people, was given the learning model treatment Problem Based Intruction (PBI) on PAI Islamic Religious Education learning outcomes.

RESULT AND DISCUSSION

Data Description/Description of Learning Implementation

The results of the research entitled "Effectiveness of implementing learning models are presented Problem Based Intruction (PBI) on student learning outcomes in the Islamic Religious Education (PAI) class XI TKJ at SMK N 4 Kutacane." This research uses two classes, namely the experimental class as the class where the learning model is applied Problem Based Intruction (PBI), and control classes where the learning model is not applied Problem Based Intruction (PBI), but still uses the same material. The following are the details and stages of the research carried out in the experimental class and control class.

The experimental class is a class that is given Islamic Religious Education lessons by applying a learning model Problem Based Intruction (PBI). The following are details regarding the stages in achieving student learning outcomes for experimental classes. Before conducting research, researchers first prepare everything needed to carry out research, namely:

Prepare material to be taught. The learning materials that will be taught are Islamic law regarding muamalah, preserving the environment, faith in the books of Allah, avoiding major sins, using learning models Problem Based Intruction in the experimental class, the teacher prepares sub-materials to be taught such as the student's Islamic Religious Education handbook and in the control class the teacher also uses the same book, but does not use a learning model *Problem Based Intruction* (PBI) (Sumanti, 2015; Haris, 2019).

Prepare a Learning Implementation Plan. Learning implementation planning is a reference for researchers to carry out Islamic Religious Education learning steps in experimental classes and control classes which have been discussed with supervisors and Islamic Religious Education subject teachers at senior high school.

DATA ANALYSIS

Normality test

The normality test aims to determine whether the distribution of data used in research is normal or not. This prerequisite test is carried out using the SPSS program. To determine the normality of data distribution, in this case a test is used *Kolmogorov Smirnov* (K-S test) by setting significant data at 5%. The calculation results can be seen in the table.

Table 1. Normality test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Student learning outcomes	Experimental Class	.122	20	.200*	.950	20	.360
	Control Class	.114	19	.200*	.964	19	.644

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the SPSS output table, it is known that the significance value of Sig. (2-tailed) of 0.200 is greater than 0.05. So it is in accordance with the basis for decision making in the test *Kolmogorof-Smirnov* above it can be concluded that the data is normally distributed (Syukri et al., 2019)

Homogeneity Test

The basis for decision making in the homogeneity test is as follows: a) If the significance value or sig. <0.05, then it is said that the variance of two or more population data groups is not the same (not homogeneous). b) If the value is significant or sig. >0.05, then it is said that the variance of two or more population groups is the same (homogeneous).

Following are the calculation results *Test of Homogeneity of Variances* can be seen in the table below:

Table 2. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	1.253		37	.270
	Based on Median	1.073		37	.307
	Based on Median and with adjusted df	1.073		36.411	.307
	Based on trimmed mean	1.300		37	.262

Hypothesis testing

In this case, hypothesis testing is used *Independent test to t-testis* analysis *statistic parametrik* (difference test or comparison test). Hypothesis testing uses the SPSS program as follows:

Hypothesis testing

Found t^{count} amounting to 3,629. Degrees of freedom $dk = n1 + n2 - 2$, where $n1$ is the number of respondents in the experimental class, $n2$ = the

number of respondents in the control class is obtained $dk = 20 + 19 - 2 = 37$, used to get t^{table} . And $t^{table} = 1.687$ and $dk = 37$.

The conditions are H_0 rejected if $t^{Count} > t^{table}$ and $t^{Count} 3,629 > t^{table} 1.687$, so it can be concluded that the application of the Learning Model *Problem Based Instruction* (PBI) effectiveness on student learning outcomes in PAI subjects to improve the learning outcomes of class XI students at SMK N 4 Kutacane, Southeast Aceh.

CONCLUSION

From the results of research on the effectiveness of the Learning Model *Problem Based Instruction* on student learning outcomes in PAI subjects at SMK N 4 Kutacane, it can be concluded that: 1) Application of the Learning Model *Problem Based Instruction* on student learning outcomes in the Islamic Religious Education subject class XI TKJ SMK N 4 Kutacane has been implemented well. This is proven by the result of the learning implementation supervision instrument being 85.12% with good criteria. 2) The learning outcomes of experimental class students, namely class XI TKJ SMK N 4 Kutacane, are better. This can be seen from the average value which has exceeded the KKM value, namely the experimental class with an average of 82.25 and the control class with an average of 67.36. 3) Use of Learning Models *Problem Based Instruction* in effective PAI lessons, with value $t^{count} > t^{table} = 3.629 > 1.687$, with the hypothesis conclusion being accepted that the application of the Learning Model *Problem Based Instruction* on student learning outcomes in PAI subjects at SMK N 4 Kutacane is effective.

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