Improving Student Learning Outcomes with Problem-Based Learning on Islamic Civilization Material

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ABSTRACT

Historical events in the past should be a mirror for the present generation in the life of the nation and state. This material is contained in the teaching of history in high school. The teaching of history which is expected to provide insight into the development and progress of Islam in the past seems to be of little interest to students, this can be seen from the low completion results of students and lack of understanding of history. Problem-based Learning model is one of the simple methods that the author believes is appropriate to be able to increase the value of Islamic cultural history lessons. The **purpose** of this study is to increase student enthusiasm for learning so that it will improve student learning outcomes as well, especially to improve student learning outcomes through a problem-based learning model on the subject of the development of Islamic civilization in class XI SMAN 7 Semarang. Research **methods** using Classroom Action Research, with the subject and location of the research in Class XI. The **results** of the study in the pre-cycle there was a completion of learning of 29.41%, in the first cycle there was an increase to 79.41%, and in cycle II the average student completion was 91.18%. The **conclusion** of learning research on the development of Islamic civilization in the heyday of Islam with the problem-based learning learning model can improve the ability of students.

Keywords: Learning Outcomes; Problem-Based Learning; Islamic Civilization

INTRODUCTION

Islamic religious education is one of the important subjects in order to educate the nation's life and improve the quality of human beings who have faith and devotion to God Almighty. Learning Islamic Religious Education is a process to prepare humans to live perfectly and happily, love their homeland, be physically healthy, perfect in their ethics (morals), have regular thoughts, be proficient in their work, and speak both verbally and in writing. The purpose of learning Islamic education as the parent of Islamic education learning is not just to teach Islamic religious knowledge and train children's skills, but much broader than that, namely so that students know the laws of religion, so that they can carry out correctly and expect acceptance from Allah,

strengthen the creed in the soul of students, increase their obedience to Allah through the worship they do(Qowim, 2020; Santoso, 2022).

Islamic religious education in high school covers five aspects of the subject, namely, the Qur'an, aqidah, akhlak, fiqh and history (Firmansyah, 2019). Among the five sub-subjects that are considered difficult for students to understand is the history of Islamic culture, history is often seen as a boring rote subject, for this reason, history teachers must start to develop innovative learning systems to arouse students' interest in history lessons, especially the history of Islamic culture(Aslan, 2018; Rosyid, 2018).

The teaching of history is a process that contains a series of activities between teachers and students reciprocally that take place in an educational situation and are conducive to achieving the expected goals. The achievement of educational goals cannot be separated from the role of teachers, students, the community and other related institutions. As one of the efforts to improve the quality of education towards achieving this goal, it is necessary to convey an effort to improve the innovative learning system that stimulates students to love who are finally willing to study carefully a subject.

Through the teaching process students can grow towards optimal maturity, because in teaching can develop three abilities (competencies) including: cognitive (knowledge), affective (attitude) and psychomotor (skills) (Elihami, 2018; Firmansyah, 2019). History as one of the subjects taught to students is a picture of the human past as a social being that is scientifically compiled and complete. Historical events in the past should be a mirror for the present generation in the life of the nation and state. This material is contained in the teaching of history in high school. The teaching of history, which is expected to be able to provide insight into the development and progress of Islam in the past, seems to be of little interest to students, this can be seen in the results of low student completion and lack of historical understanding.

Many factors that influence the failure include improper methods. Teachers are usually in the process of teaching and learning by the lecture method. Students become passive and eventually students just know and memorize the subject matter, have not been able to understand seriously, so to be able to practice it is very difficult. The teaching is less attractive to students with monotonous presentation, arid subject matter with not being packaged neatly, both in terms of teaching methods and media, the dry classroom atmosphere is difficult with not many students willing to ask questions in the teaching process, students lack the courage to express ideas in learning activities, less concerned in the classroom by not having records, especially for having textbooks and support, the atmosphere of the classroom that is not passionate about improving history learning outcomes in the absence of rewards from teachers who teach, In order for a teacher who wants the teaching and learning process to succeed well must be able to choose and determine the method to be used in the teaching and learning process. The determination of the method must be adjusted to the material to be delivered and must also be in accordance with the learning objectives.

In practice, Islamic learning that occurs in schools today emphasizes more on informative teaching and learning methods, namely teachers explaining or lecturing and students listening or taking notes. The ceramah method is a method that can be

said to be a traditional method, because since long ago this method was used as a means of oral communication between teachers and students in the teaching and learning process (Maurin & Muhamadi, 2018; Satriani, 2018). Learning with the lecture method is the most preferred by teachers because this method is the easiest to implement (Prananingrum, 2020). Communication that occurs in the process is generally one-way, namely from the teacher to the students so that learning is centered on what the teacher conveys (teacher centered).

Based on 2020 data, it was revealed that there are still many students who do not pay attention to the teacher's explanation during the explanation process. Students tend to be passive when the learning process takes place, students are sleepy and bored when the teacher explains the material, and the results of the even semester test are still many who have not reached the expected minimum completion criteria (KKM), namely 75.71% of students whose test results are still below the minimum completion criteria (KKM). Based on these conditions, students need innovative new learning models to stimulate student attraction to improve PAI learning outcomes. In the context, the Problem Based Learning (PBL) learning model is used. Problem Based Learning is a teaching model with a student learning approach to authentic problems(Amir et al., 2020; Safrida & Kistian, 2020). Authentic problems can be interpreted as a problem that students often encounter in everyday life.

The PBL learning model is one of the simple methods that the author believes is appropriate to be able to increase the value of Islamic cultural history lessons. It is hoped that through this method, students' enthusiasm for learning will increase so that student learning outcomes are also good. Therefore, this research is entitled "Improving Student Learning Outcomes with Problem-Based Learning on Islamic Civilization Material" can be effort to solve problems in overcoming the ice and impasse of teaching that students are less interested in and to improve student learning outcomes.

METHODS

The research used in this study is a type of classroom action research (PTK) or in English called Classroom Active Research. PTK is very suitable for this research, because the research is held in the classroom and focuses more on problems that occur in the classroom or in the teaching and learning process (Rahmawati, 2018; Sugiyono, 2015). Classroom action research is a form of reflective research by taking certain actions that can improve learning outcomes in the classroom. Classroom action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by taking actions in learning, based on their reflections on the results of these actions (Fitria et al., 2019; Handayani & Rukmana, 2020; Saino et al., 2019).

The research was conducted in class XI MIPA 1 SMA N 7 Semarang, with the research sumbjek being 34 students consisting of 12 men, and 12 women. The data collection method is carried out by Observation, Interview, Test, and Document. The triangulation technique in this study is the trianggulation of data sources and methods. The class Action research program consists of three stages with two cycles.

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RESULTS AND DISCUSSION

Previous research researched by Fatatin Nuriana discussed planning the use of google classroom in improving student learning outcomes with a problem-based learning model. The results of this study showed an increase in student learning outcomes from pretest to cycle I with average scores, namely pretest (67.5), posttest cycle I (75) and posttest cycle II (93.5)(Nuriana, 2022). The implementation of this class action research begins with observations in class XI Mipa 1, in the observation of many students whose motivation is low in understanding this historical material, and teacher-centered methods have not been able to improve student achievement This triggers saturation in students so that many students do not pay attention and tend to be rowdy in the classroom. Researchers applying problem-based learning methods in cycle I and cycle II showed a significant increase in student learning activities. The increase in student learning activities can be seen on the observation sheet of student learning activities. In the pre-cycle, cycle I and cycle II there is an increase in each indicator of student learning activity, the increase in these indicators is as follows:

Table 4.8 Comparison of students who are complete learning and incomplete learning
In precyclical, cycle 1 and cycle 2

Phase	Students who do not complete their studies	Students who are fully studied	Presentase completion
Pre-cycle	24	14	29.41%
Cycle I	7	27	79,41%
Cycle II	0	34	100%

Table 4.9 comparison of student participation in precyclical,cycle 1 and cycle 2

No	Phase	Average	Participation			
			Excellent	**Good**	**Enough**	**Less**
1	Pre Cycle	63,09	0	1	9	24
2	Cycle I	75,5	14	7	6	7
3	Cycle II	91,18	14	17	3	0
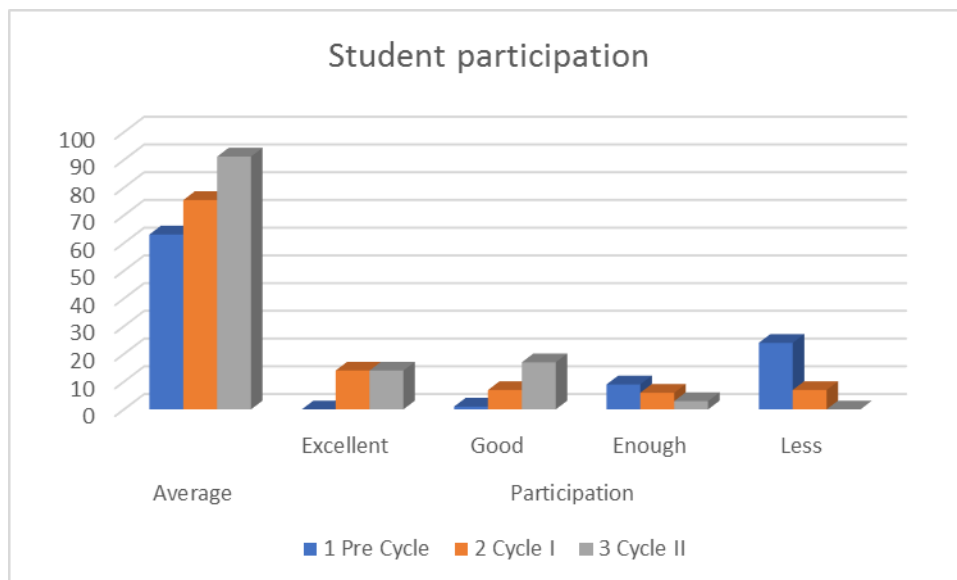
CONCLUSION

Based on the results of class action research that has been carried out in three cycles by applying problem-based learning models On the historical material of the development of Islamic civilization during the heyday in Class XI Mipa 1 SMA N 7 Semarang, it can be concluded that the hypothesis formulated is proven to be true. This means that using the Problem based learning (PBL) model can increase students' understanding of these basic competencies. Thus, learning the development of Islamic civilization in the heyday of Islam with the Problem based learning (PBL) learning model can improve the abilities of students. These conclusions are supported by the following data: The results of action research on Pre-silkus, Cycle I, and cycle II can be described as follows:

Pra Siklus By applying conventional methods, the average score of student learning achievement is 63.09 and learning completion reaches 29.41% or there are 10 students out of 34 students who have completed learning. These results show that in the classical precyclical students have not completed learning, because students who get a score of ≤ 75 are only 29.41% smaller than the desired presentation of 100%.

Siklus I By applying the Problem based learning (PBL) learning model in the first cycle, the average score of student learning achievement was 75.4 and learning completion reached 79.41% or there were 27 students out of 34 students who had completed learning. These results show that in the first cycle classically, students who have not completed learning are still 7 children or 20.59%, because students who get a score of ≥ 75 are only 79.41%.

Siklus II By applying the problem-based learning learning model in cycle II, the average score of student learning achievement was 91.18 and the completeness of learning reached 100%, these results showed that in cycle II classically all students completed learning, because students who obtained a score of ≥ 75 did not exist. The learning process of material on the development of Islamic civilization in its heyday with a problem-based learning learning model, obstacles during learning have

been successfully overcome, this is due to intensive supervision and guidance carried out by teachers.

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