# Problem-Based Learning Learning Strategy at SMK Plus Al Hadi, Rengel District

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ARTICLE INFO

ABSTRACT

Selection of the right learning method is necessary because it will greatly determine the ability of students in learning outcomes. In response to this problem, an appropriate learning model is needed, one of which is the PBL learning model. Formulation of the Problem (1) How is the application of the Problem-Based Learning learning model in PAI learning in Class XI of SMK Plus Al Hadi, Rengel District? (2) How to increase students' critical thinking from the application of the Problem-Based Learning learning model in PAI learning in Class XI SMK Plus Al Hadi, Rengel District. This study aims (1) to describe the application of the Problem-Based Learning learning model to PAI learning in Class XI of SMK Plus Al Hadi, Rengel District. (2) To explain how to increase students' critical thinking from the application of the problem-based learning model in PAI learning in Class XI SMK Plus Al Hadi, Rengel District. The analysis of this research data is qualitative and quantitative. Data collection techniques in this study include observation, tests, interviews and documentation. The results of this study were that the percentage of students who scored critical thinking skills met completeness in Cycle I was 65.62%, and in Cycle II it was 96.87%. The percentage of the number of students who met the completeness score in Cycle II had met the classical success indicators.

## Introduction

The low critical thinking skills of students, especially in Islamic religious education subjects, are due to the use of inappropriate methods. In carrying out their duties, educators are also required to be able to develop effective and efficient learning strategies and to be able to facilitate students to achieve learning goals optimally (Nasution, 2017). In the learning process, educators often deliver all the material so that students do not respond; students only act as listeners and

are only occasionally given the opportunity to ask questions. Apart from that, teachers feel that there is too much material to be provided in one year of learning, so teachers have to chase targets and rush to complete the material.

The teacher's role is very urgent; besides the transfer of knowledge function (teaching knowledge), teachers must also be able to model (exemplify) what is delivered (Sun'iyah, 2020). Choosing the right learning method is necessary because it will greatly determine students' abilities in learning outcomes. Addressing this problem requires an appropriate learning model so that student learning outcomes, especially in critical thinking skills in Islamic religious education subjects, increase. One of them is the Problem-Based Learning (PBL) learning model.

Based on the researcher's observations, it can be described that students consider Islamic religious education lessons to be just ordinary knowledge and are not well understood, so their application in everyday life is not in accordance with what is expected. This condition reflects that the implementation of Islamic religious education has not been carried out in accordance with the objectives of Islamic religious education itself. Addressing this problem requires an appropriate learning model, including the Problem-Based Learning learning model. This research aims to explain the application of the problem-based learning model in PAI learning in Class XI of SMK Plus Al Hadi, Rengel District.

The problem-based learning (PBL) learning model is a student-centred learning model. Problem-based learning (PBL) is a learning method that is worth developing in line with learning demands in implementing the 2013 Curriculum (Sofyan & Komariah, 2016). The entire teaching and learning process is oriented towards the problem-based learning (PBL) learning model to help students become independent. Independent (autonomous) students who believe in their intellectual skills require active involvement in an inquiry-oriented environment. The problems faced by students in everyday life will require students to think creatively in solving these problems (Handayani et al., 2019). The teacher's main role in the Problem-Based Learning (PBL) learning model is to guide and facilitate so that students can learn to think and solve problems on their own (Budimansyah, 2003). Another definition of Problem-Based Learning is a way of presenting lessons by utilizing issues encountered by children, which are used as learning material. Then these problems are discussed or discussed together to find a solution or solution (Roestiah, 2001).

Problem-solving ability is part of critical thinking ability. In an effort to solve these problems, students will gain the knowledge and skills needed for these problems (Dahlia, 2022). Every human being has been gifted with the potential to think. Through proper coaching, education, learning and good observation, human thinking abilities will also be able to develop well. Critical

thinking ability is a mental process for analyzing or evaluating information, where the data is obtained from the results of observation, experience, common sense or communication (Deswani, 2009).

Critical thinking is thinking rationally and reflectively with an emphasis on making decisions about what to believe or do. People who think critically will search, analyze and evaluate information, make conclusions based on facts and then make decisions (Hardika, 2020). Thus, indicators of critical thinking abilities derived from students' necessary activities include: (1) Looking for clear statements from each question. (2) Looking for reasons. (3) Try to find out the information well. (4) Use sources that have credibility. (5) Pay attention to the overall situation and conditions. (6) Try to stay relevant to the main idea. (7) Remembering genuine and fundamental interests. (8) Looking for alternatives. (9) Be open and think openly. (10) Take a position when there is sufficient evidence to do so. (11) Seek as many explanations as possible whenever possible. (12) Be systematic and orderly with the parts of the whole Problem (Hassoubah, 2004).

**Method**

This research uses Classroom Action Research, namely research that combines research procedures with actions carried out in the discipline of inquiry, or a person's attempt to understand what is happening while being seen in a process of improvement and change. Classroom action research can be defined as a process of controlled investigation that is recyclable and self-reflective carried out by teachers/prospective teachers with the aim of making improvements to systems, ways of working, functions, content, competencies or learning situations (Susilo et al., 2022).

Classroom action research is part of action research, and research at this level is part of qualitative research. Action research is research about things that happen in the community or target group, and the results can be directly noticed by the community concerned. The main characteristics or characteristics of action research are the participation of researchers in an activity and the aim of improving the quality of a program or activity through action research. Referring to these characteristics, classroom action research can be defined as action research carried out by teachers as well as researchers in the classroom or together with other people (collaboration) by designing, implementing and reflecting on actions collaboratively and participatively aimed at improving or increasing the quality of the learning process in the classroom through certain activities in a cycle.

Data sources in this research consist of primary and secondary data sources. Primary data sources are data created by researchers for the specific purpose of solving the problem they are dealing with. The data was collected by the researcher himself directly from the first source or place where the research object was carried

out in this research. The primary data source was the results of observations and tests on class XI students in PAI subjects at SMK Plus Al Hadi. Secondary data is data that has been collected for purposes other than solving the problem being faced. This data can be found quickly. In this research, the sources of secondary data are literature, articles, journals and sites on the internet relating to the study conducted.

Data collection techniques related to students' conditions were taken using observation sheets. To get accurate data, you need a measuring tool or what is called a good instrument (Makbul, 2021). In determining the form of data collection technique needed, researchers should identify the questions formulated in the research focus (Anufia & Alhamid, 2019). This observation sheet is used to find the value of the implementation of learning by the teacher using the Problem-Based Learning learning model and to find the value of student activity in learning using the Problem-Based Learning model in accordance with the observation grid of students' critical thinking abilities. Data related to student learning evaluations are taken from tests for each Cycle, where the tests for each process are created by the author with a grid of critical thinking skills. Data collection using this test is carried out in two forms of tests, namely group discussion tests and individual tests.

This research was conducted in Class XI of SMK Plus Al Hadi Jl. Veteran No.52 Banjararum Village, Rengel District, Tuban Regency. The choice of research location was based on PAI subject teachers at this school who did not often use the Problem-Based Learning learning model. The time the research was carried out was between June and July 2023. To analyze the data in this research, qualitative data analysis and quantitative analysis were used. Qualitative data analysis is carried out during the process in the field, along with data collection—activities in qualitative data analysis, namely data reduction, data display, and conclusion drawing/verification. Meanwhile, the Quantitative Analysis used in this research is descriptive statistical analysis. Descriptive statistics can be used to process data characteristics related to adding up, averaging, finding the midpoint, finding percentages, and presenting data that is interesting, easy to read, and follows the flow of thinking (graphs, tables, charts).

In this case, quantitative data analysis takes the form of observation results and test results. Observations were made on teacher and student activities in the classroom. Tests are carried out at the end of each Cycle, and this is so that we can see whether there has been an improvement or not after taking action. Data from observations in this research are observations of students during the learning process referring to indicators of critical thinking abilities, which include students' ability to find clear statements for each question, students' ability to find reasons, students try to know the information well, students pay attention to the situation and conditions as a whole. , students behave and think openly, students take a

position when there is sufficient evidence to do something, students seek as much explanation as possible whenever possible, and students behave systematically and orderly with the parts of the whole problem. Students get a score between 4 and 1 for each indicator. The observation results include eight hands of critical thinking so that the maximum score that each student can obtain is 32.

Analysis of test result data looks at the test scores in each Cycle. Student answers are assessed based on the suitability of the response to the subject matter or existing theory. In the logical sequence aspect of the thinking framework, students' answers are assessed by the usefulness of the order of the answer sentences in providing arguments. In the part of the language used, student answers are evaluated based on the suitability of the student's solutions with EYD and effective sentences. The test assessment refers to 4 (four) indicators of critical thinking skills, namely, students use sources that have credibility, students try to remain relevant to the main idea, students remember genuine and basic interests, and students look for alternatives. So, the maximum number of scores that students can obtain is 16, and the minimum number of scores is 4 (four).

Analysis of critical thinking skills refers to the analysis of observation data and analysis of test result data, so students' thinking abilities in this study were obtained by calculating the value from the combined observation results with each student's test results with a weight of 40% for the test results and 60% for the results. Observation. In this research, a class is said to be complete if, in that class, there are ≥ 75% of students who have achieved a completeness score of 75. A score of 75 is the Minimum Completeness Criteria (KKM) value set for PAI subjects.

**Result and Discussion**

This classroom action research (PTK) was carried out by researchers as observers and collaborating with teachers as instructors in the study. Before conducting PTK, researchers and teachers collaborate in preparing PTK. Classroom action research is carried out in the form of cyclical activities consisting of four stages in one meeting, and the total number of sessions is two cycles. The four stages consist of planning, action, observation and reflection.

Before acting, the researcher carried out initial observations and a test at the end of the lesson to determine the initial conditions and problems in the PAI learning process. Observations are carried out to obtain a real picture of an event or events to answer research questions (Rahardjo, 2011). Based on pre-cycle data, it is known that student learning outcomes and students' critical thinking abilities are still low. This can certainly be seen from the low level of student activity in answering teacher questions or questions from students. Students are willing to answer questions from the teacher when appointed by the teacher. In addition, when the teacher gave students the opportunity to ask questions, only a few students asked. Students seem to pay less attention to the teacher's explanation.

Learning activities are dominated by the teacher, so that students appear passive in learning. The lack of students' attention to the subject matter in the learning process means that the level of students' critical thinking skills is still lacking.

Based on this description, it can be concluded that in the PAI learning process, teachers tend to be monotonous and lack innovation in learning. Hence, learning activities are less able to improve students' critical thinking abilities. Apart from that, the scores obtained by students are still less than the KKM. This can be seen from the documentation results of the mid-semester assessment of Islamic Religious Education. In the research that has been carried out, from the initial stage to the second Cycle, the following data was obtained:

1. **Implementation of Problem Based Learning Strategies**

    This classroom action research (PTK) has been carried out to determine the level of students' critical thinking abilities in PAI subjects through the application of the Problem-Based Learning learning model in class XI Multimedia SMK Plus Al Hadi Rengel. Classroom action research is a form of reflective study by action actors, which is carried out to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions carried out, and improve the conditions in which these learning practices are carried out (Wibawa, 2003). The procedures in classroom action research that have been implemented begin with planning, implementing classroom actions, observation and reflection. Based on statements related to the implementation of learning by teachers in Islamic Religious Education (PAI) subjects using the Problem-Based Learning (PBL) learning model in each Cycle, there has been an increase.

2. **Increasing students' critical thinking abilities in Islamic religious education subjects**

    Before conducting the first Cycle of research, the researcher used observation value data on student activities in learning and provided test questions for both individuals and groups for initial percentages before examining knowledge using the Problem-Based Learning learning model in the Pre-Cycle. This data reached an average score of 62. Students who achieved a completion score were 11, with a classical completion percentage going 34.35%. As many as 21 students were still unable to attain classical completion, with a rate of 65.65%. So, the researchers began to carry out Cycle I.

    Based on research conducted during cycles I and II, it can be seen that there was an increase in the average score and an increase in the percentage of students who obtained critical thinking ability scores that met completeness; namely, the average score in the Pre-Cycle was 62 with a completion percentage

of 34.35%, in Cycle I experienced an increase in the average score of 75.83 with a success percentage of 65.62%. In Cycle II, the average score increased to 86, with a success percentage of 96.87%. The increase in the average score and rate of student completion shows that the Problem-Based Learning learning model can improve students' critical thinking skills in Islamic Religious Education subjects.

The problem-Based Learning Learning Model is learning that can develop students' critical thinking skills through asking and answering questions and analyzing and solving problems both in groups and individually (Susanti & Suwu, 2016). Good learning in the classroom can foster students' understanding of concepts and foster students' way of thinking. Many models are able to promote students' understanding of concepts and ways of thinking, one of which is the Problem-Based Learning learning model. Problem-based learning is a set of teaching models that use problems as a focus to develop problem-solving skills, materials, and self-regulation (Mariskhantari et al., 2022). In problem-based learning becomes a learning model where students are faced with real-life (contextual) problems from the environment so that it can improve students' ability to understand concepts and think critically.

## Conclusion

Based on the results of the research and discussion, it can be concluded that the value of the implementation of Problem-Based Learning by teachers in PAI learning for Al Hadi Rengel Plus Vocational School students in Cycle I is 70 and is included in the fairly good criteria. The teacher's learning implementation score in Cycle II increased to 91.6. The score in Cycle II has entered very good standards. This shows that the teacher has implemented the Problem Based Learning model very well in PAI learning for Al Hadi Rengel Plus Vocational School students.

The application of the Problem-Based Learning learning model can improve the critical thinking skills of class XI Multimedia SMK Plus Al Hadi students in PAI learning. This is evidenced by an increase in the average value of students' necessary thinking abilities in Cycle I of 75.83 in the Good (B) category and increasing again in Cycle II to 86 in the Good (B) category. The percentage of students who obtained critical thinking ability scores that met completeness in Cycle I was 65.62% and increased in Cycle II to 96.87%. The percentage of students who completed the completeness score in Cycle II met the specified classical research success indicators, namely greater than 75% of all students who obtained the critical thinking ability score that met completeness.

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