



## **DEVELOPMENT OF PROBLEM BASED LEARNING MODEL TO IMPROVE STUDENTS' UNDERSTANDING (LITERATURE STUDY)**

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### **Abstract:**

Many students find the subject of Islamic religious education boring and try to avoid it. One of the reasons for this opinion is that the teacher's teaching method is still traditional and students feel bored and uncomfortable in the classroom. The purpose of learning Islamic religious education is to train students to become people of faith and belief, noble character, and equipped with knowledge and skills to practice Islamic teachings. One of the learning models that can be used to improve students' understanding of PAI learning is the problem-based learning (PBL) model. PBL is a student-centered learning model. In this model, students are faced with complex and difficult problems that they must solve. Students then work together in groups to solve the problem using the knowledge and skills they have. This research uses library research method, which is a method that collects information by understanding and examining theories in scientific literature.

**Keywords:** *PAI learning, PBL learning model, student understanding*

### **INTRODUCTION**

The problem that is often faced in the world of education, especially in Indonesia, is the weak learning process. This is evidenced by the results of the PISA survey in the field of natural science in 2018. Indonesia ranked 71st out of 80 countries participating in the program. Indonesia's average score is 398, far behind China which ranks first with an average score of 590 according to Permana, R. H. (2019). The educational process is a process of developing or increasing one's potential. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state". Realizing this, the government has taken various initiatives to improve the quality of education. One of them is curriculum changes that are constantly being refined to achieve educational goals. In addition to curriculum development, teachers must be able to determine or choose the right learning models and strategies when implementing learning in the classroom.

Islamic religious education is one of the important subjects for students. The purpose of Islamic religious education is to produce students who believe and fear Allah SWT, have noble character, are knowledgeable and able to practice the teachings of Islam. Students' understanding of PAI material is a measure of learning success. A student's understanding can be measured in several ways, one of which is with an understanding test. An understanding test is a measuring tool that can be used to measure how well students understand the material they learn. The teaching and learning process is of course related to learning approaches and methods, which we can

call learning design. The curriculum developed thus determines the direction or purpose of the expected learning, considering that currently there are more and more different learning models used by teachers in the learning process in the classroom and outside the classroom, but sometimes the model is forgotten. about learning content, so that the messages of learning material are less memorable for students and usually do not last long in students' memories (Jauhari, 2020).

As civilization develops, so do humans to meet the needs and demands of society in accordance with the abilities of students Thus, it is no longer oriented only to cognitive competence. However, all mastery of competencies that include affective, psychomotor, and cognitive competencies are things that students must have. With such demands, of course, appearance affects the training concept applied by the coach (Arini & Umami, 2019). Study materials are all kinds of materials supporting teachers / teachers when carrying out learning and education in the classroom, in the form of written materials such as manuals, books, modules, student worksheets, brochures, pamphlets, wall cards and non-recorded materials such as video / film, VCD, radio, cassettes, computer-based interactive CDs and the internet (Arsanti, 2018). Based on this opinion, it can be understood that with the help of educational materials it can improve student performance and creativity in learning, the delivery of learning materials can be facilitated through the use of learning materials. The use of study materials in learning can encourage students to do this self-study, learn to understand and complete written assignments. So the role of study materials is also very important in learning Islamic religious education It is important that students more easily understand Islamic religious subject matter better. At the Junior High School (SMA) level, there are only three Islamic Religious Education (PAI) books for each class, which are different from each other. other Class X uses an Islamic religious education book that has been adapted to the skills that can be achieved in this class. This is also the case in grades X and XI (Syafei, 2019).

Every lesson, especially in the context of religious studies, should be able to describe the values mentioned in the curriculum and apply them accordingly with the reality that exists in students (Fadli & Hidayati, 2020). Therefore, the utilization of Islamic Religious Education learning must be optimized because Islamic Religious Education is the foundation of character for students, enabling them to develop spiritual, social, knowledge, and skills. Islamic religious education is given to students in accordance with the principle that religion is communicated and taught to humans with the aim of realizing individuals who believe and are devoted to God SWT and have noble character both in personal and social contexts (Habibi, 2020). Translated with DeepL.com (free version).

Many students find the subject of Islamic religious education boring and try to avoid it. One of the reasons for this opinion is that the teacher's teaching method is still traditional and students feel bored and uncomfortable in the classroom. Student learning outcomes are low and students are not interested in what is taught in class. In relation to the suitability of teaching methods, it is important for teachers to know all the learning methods involved in the implementation of a lesson that is relevant to student learning outcomes. Knowing how to learn can reduce problems in the course of learning, solve various problems in the material, and attract the attention of students with different personalities. Learning model can be interpreted as a conceptual reference framework that describes systematic procedures in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning planners and teachers in planning and implementing learning activities. Translated with DeepL.com (free version). A learning model can also be interpreted as a set of plans or models that can be used to design learning materials and direct learning activities in the classroom or other places of learning activities. One of the learning models that can be used to improve students' understanding of PAI is Problem Based Learning (PBL). To overcome this (R. Rahmadani & Taufina, 2020) in his research PBL is a student-centered learning model where students are challenged to solve problems related to their own lives. The problem-based learning model is a learning model in

which at the beginning of the learning process problems are used around students, after which students analyze these problems in groups to train students to think critically and solve problems so that students can understand subjects and develop students' social skills comprehensively in elementary school integrated subject learning. Problem-based learning as one of the active learning methods also called problem solving is active learning that makes students face real situations or challenges. Translated with DeepL.com (free version). This method improves critical thinking skills, analytical skills, and students' understanding of certain ideas. Based on the description above, the researcher is interested in conducting research on the topic "Development of PAI learning materials based on problem-based learning to improve students' critical thinking." (Al Hadiq, 2023).

## **RESEARCH METHODS**

The method of this article uses library research, which is a method that collects information by understanding and examining theories in scientific literature. There are four research steps in library research, namely. preparing the necessary equipment, compiling a working bibliography, organizing time and reading research materials or taking notes. Research that uses the type/method of research in the form of library research or literature. Literary research is a research activity carried out with data collection techniques, using various tools found in the library, such as reference books, results of previous similar research, articles related to the subject matter, notes and various magazines. a problem to be solved. Research activities are organized to classify, process and formulate information using certain methods / programs to find solutions to existing problems (Sari & Asmendri, 2020). This data set uses methods to find and build sources from various sources such as books, journals and research that has been done. Literature materials obtained from various sources are critically analyzed and must be comprehensive to support proposals and ideas.

## **RESULTS AND DISCUSSION**

### **PAI Learning**

PAI learning is learning that aims to train faith, piety, noble character, knowledge and skills in practicing Islamic teachings. PAI learning can be done using various approaches and methods, including problem-based learning (PBL) models. Through Islamic religious education, it is expected to produce human beings who always strive for the perfection of faith, piety, and morals, and actively build harmony between civilization and life, especially through the promotion of a dignified national civilization. Such a society is expected to be able to withstand the challenges, obstacles, and changes that arise in social interactions at the local, national, regional, and global levels.(Nursaadah, 2022). Meanwhile, according to (Anam, 2021) In terms of teaching materials, PAI is teaching materials or materials used for learning activities that contain content related to the Qur'an, hadith, fiqh, akida, morals, and the history of Islamic culture or civilization.

The implementation of PAI learning is expected to make students gain a comprehensive understanding of Islamic teachings, not a narrow, rigid, or even flawed understanding. The emergence of extremism and extremism in society is believed to have many supporters among students and should be used as evaluation material by various stakeholders, especially education practitioners and observers. Islamic teachings teach politeness, tolerance, balance, and exemplary in life. Therefore, studying Islamic religious education is a conscious effort of school teachers to prepare students with knowledge, understanding and appreciation of essential Islamic values. Students will be able to understand Islam fully and accurately through counseling, guidance, and training activities, with the aim of having a correct understanding of Islam. Therefore, PAI learning is aimed at personal and social structuring that makes a person obedient and obedient to the teachings of Islam and able to apply them as a whole in personal, family, and community life. With a correct understanding of Islam, students will have knowledge about Islamic moderation from a cognitive point of view,

will have the awareness to practice it from an effective point of view, and will have a sense of responsibility for Islamic moderation from a psychomotor point of view. . The effectiveness of PAI learning implementation in Islamic facilitation is highly dependent on the ability of PAI teachers in planning and implementing the learning process. PAI teachers must have good skills in implementing the learning process related to Islamic promotion materials. In the learning process, PAI teachers need to provide students with an understanding of Islamic moderation and skillfully motivate them to consciously apply the moderation in their lives. The principles of justice, tolerance, balance, diversity and exemplary are expected to be internalized by students to be practiced in the community.

According to (Sumarni et al., 2022) The main way to use problem-based learning methods is that there are five main steps that PAI and BP teachers take in the learning process. That is, the first is the direction of the problem described in the learning material, and the second is to solve the problem. Problems that must be solved by students, or problems that must be solved by students. Third, collect data from all students about the problems that students need to solve. Fourth, formulate answers to the problems presented to students, and finally, fifth, the problem-solving process evaluates students' work. Teachers plan the preparation of teaching and learning activities in PAI learning by using problem-based learning methods to improve learning outcomes and prepare learning according to lesson plans. Meanwhile, according to (Adya Winata et al., 2020) the learning objectives of PAI are not only limited to teaching Aqidah and Sholat, but also various broader aspects of life that are practiced in the community.

### **PBL learning model**

PBL learning model emphasizes learning as a process that involves problem solving and critical thinking in real-world situations. Through PBL, students gain experience in dealing with real-world problems, with an emphasis on communication, collaboration, utilizing existing resources to form ideas, and developing reasoning skills (Suarsani, 2019). Meanwhile, according to (SUSWATI, 2021) the Problem Based Learning (PBL) learning model helps teachers create a learning environment that starts with problems that are important and relevant to students, allowing them to gain a deeper learning experience.

Based on the results of research conducted by (Dahlan Adnan, 2020) Learning at SMA Negeri 1 Praya Central Lombok in the 2018/2019 school year was carried out in three cycles, with the observation of two peer teachers in each cycle. Cycle I Based on the results of the Cycle I post-test, 27 out of 32 students completed the test individually. This means that 73% of students achieved individual completeness, but overall classical completeness was 60%, or 8 out of 20 questions could not be answered classically Masu. The teacher's activity using problem-based learning (PBL) model in the learning process in cycle I amounted to 65% including the category of "good enough". On the other hand, the level of student activity during the learning process of 60% was also in the "good enough" category. The results also showed that the teacher's learning management skills using the proble-based learning (PBL) learning model experienced an overall increase in Cycle I, with an average score of 2.59 so that it fell into the "good enough" category. Some of the obstacles in the implementation of the learning process in Cycle I were: 1) The post-test results showed that there were 5 students who did not complete the learning process individually and there were 8 questions that could not be answered using traditional methods. This is because the teacher has not been good at reinforcing the material and is not good at giving example problems to students related to the material they learn. 2) From the evaluation results of teacher and student activities, there are still some teacher and student activities that are lacking and need improvement in the future. 3) The results of teacher competence in managing learning are the incompetence of teachers in providing information about the material being studied, demonstrating material according to the LDS, and providing opportunities for students to think, solve problems, and discuss. This means that teachers lack the ability to involve students in active learning. Cycle II Cycle II post-test results showed that 29

out of 32 students completed the test individually or the overall completion rate for Cycle II was 85% compared to the traditional overall completion rate of 70% or 6 questions. Of the 20 unanswered questions, they were answered. Classic. The results of cycle II research also showed teacher activity of 76% and student activity of 70% during the learning process using the problem-based learning (PBL) model. The results of the assessment of teacher skills in managing learning by using the problem-based learning (PBL) learning model in Cycle II are better than the assessment of teacher skills in Cycle I. This is reflected in the achievement of the teacher skill score in Cycle II. This is reflected in the achievement of an average score of 3.03. The performance of learning management using the problem-based learning (PBL) learning model is higher than the average score of Cycle I. However, the results of Cycle II show that teachers are still not able to involve students in active learning because students are still not actively participating in learning. directly involved in the learning process. In Cycle II, the teacher guided students to carry out learning using the problem-based learning (PBL) model, so that students could improve their understanding of the subject matter. This was shown from the Cycle III results which showed there was one student who did not answer individually and two questions that were not answered classically. Teachers and students also managed to adjust their teaching activities during the learning process. The teacher's learning management skills have improved compared to the previous cycle. This is reflected in the increase in teacher competency assessment from Cycle I to III. This means that teachers are able to present their learning according to the expected standards. Teachers are also able to monitor student work in group discussions, so that they succeed in making students more active and enthusiastic in learning. Based on the results of Cycle III, learning outcomes were maximized and most students were able to complete learning both independently and classically, so the action in the cycle was stopped and the teacher used problem implementation to facilitate learning. The learning model "Based Learning" (PBL) is very good. While the results of the study (Meilasari et al., 2020) The application of the Problem Based Learning (PBL) learning model has a positive influence on students. Based on the results of the analysis of research journals in the field of science, the Problem Based Learning (PBL) model is often applied compared to the fields of social science and religious science. In the field of science obtained a percentage of 77%, in the field of social science obtained a percentage of 18% and religious science obtained a percentage of 5%. Furthermore, based on the field of study, the field of mathematics is often applied to the Problem Based Learning (PBL) learning model with a percentage of 31%.

However, according to (Syafrin et al., 2023) Based on the results of observations and interviews of researchers at SMP N 2 Padanganting, especially Class VII I, PAI subject teachers often use the lecture method which helps students understand more quickly. However, some students dislike the lecture method because it involves many other students when the teacher explains the lesson, causing confusion in the learning process and ultimately causing a lack of understanding among students. Meanwhile, based on the results of research conducted by (Mashuri et al., 2019), (Nisa & Rhosaliana, 2020), (Susino et al., 2024) and (Meningkatkan et al., 2018) in their journals that the learning process begins with defining the problem, then holding discussions to balance perceptions of the problem being discussed, then designing the goals and objectives to be achieved. The next activity is to find material from different sources, including library books, the internet, and observation. In addition, according to (Primadoniati, 2020) the effect of PBL can be seen from the experimental group showing better results based on the PAI learning motivation index. This means that most students actively ask questions, dare to respond to what their friends and teachers say, are able to work well in groups, and are able to confidently present the results of ongoing discussions in front of the class. Can. In addition, through the use of PBL, the experimental group using PBL shows cohesiveness between group members, and students can obtain several benefits, such as: Students learn. In the control class, learning with the lecture and question and answer method did not provide opportunities for students to optimize their abilities. Based on the observation

guidelines, students who are actively learning also have better performance in class. On the contrary, other students were not accustomed to being active and dared to ask questions and respond to what their friends said. In addition, the results of the post-test and observations based on the observation guidelines show that the performance of the control group is worse than the experimental group. This is because learning in the control group is still dominated by the lecture and question and answer method, so students show less interest in the subject matter. These methods are aimed at solving the problems of students' lives, because learning that emphasizes oral communication makes students passive and less involved in the development of appropriate skills and environments that are not suitable for learning. Mr. Usman S.Ag, PAI subject teacher said: The disadvantages of the lecture method are that learning tends to be teacher-centered, students are used as listeners and note-takers, and their skills are at a low level. There is a limit to the level of understanding. In addition, the question and answer method is also not suitable for evaluating learning progress. This is clearly different from PBL, where students are trained to think critically and collaborate to solve problems given by the teacher.

### **Increased student understanding**

The application of PBL learning model improves students' understanding. This model requires students to be active and think critically when solving problems. This helps students understand the subject more deeply. Based on these arguments, it can be concluded that the development of PBL-based PAI learning model can be an alternative to improve students' understanding. According to (Kurniawan et al., 2023) the application of problem-based learning models can improve concept understanding. Understanding of student concepts is not only based on the application of problem-based learning models, but also cannot be separated from the intelligence of each student. When implementing a problem-based learning model, many students still experience difficulties because they are used to learning in a lecture format. Students as well as teachers face challenges in implementing problem-based learning models. Therefore, the problem-based learning model takes a very long time to implement. Problem-based learning (PBL) is a problem-based teaching and learning model. According to research (A. Rahmadani et al., 2023) The advantages of the PBL model are (1) alleviating student learning difficulties through group learning, (2) developing communication skills through presentation activities and discussion of research results, (3) conducting scientific activities in groups, and (4) problem solving. (5) generate more optimal insights for students through learning activities, and (6) help students acquire problem-solving skills in everyday life. One solution that can be used in the PBL method is that learning media should be developed according to the characteristics of students, so that they can concentrate on learning and attract their attention. Meanwhile, according to (Lestari & Luritawaty, 2021) in his research, it shows that the improvement and quality of improving the mathematical concept understanding ability of the Think Pair Share (TPS) class is better than Problem Based Learning (PBL). This is partly due to the syntax of the Think Pair Share (TPS) learning model being able to arouse students to increase their activeness in learning and carry out meaningful learning. Thus, the Think Pair Share (TPS) learning model is more recommended to improve students' mathematical concept understanding ability. Therefore, to improve students' mathematical concept understanding ability, the think pair share (TPS) learning model is preferred.

According to (Novia Rofiatul Khoiriyah, 2022) There are different types of steps to apply problem-based learning methods in your learning. One example of applying problem-based learning is guiding students through a problem-based system that (1) provides material and explains the learning objectives to be implemented, and (2) guides students through some of the following rules: including dividing into groups, etc. Required materials; (3) the teacher helps students conduct information research or understand the problem and its solution; (4) present the results of the discussion work; (5) Implement the problem. Complete the process and evaluate the results related to materials. Istiklal High School Kotanyar Probolinggo applies problem-based learning

methods to improve students' understanding of the Islamic Religious Education material above. As an Islamic Religious Education subject teacher, Mrs. Ifa Musdrolifa S.Th.I uses problem-based learning methods and these steps are supported by worksheet media for students. The viewing media used include photos, videos, dramas, games, etc. This use is in accordance with the needs of the material and student enjoyment. Whereas in research (Budiyanto, 2023) the problem-based learning model improves student learning performance. This can be seen from the observation of the level of student activity in Cycle II of 81% compared to Cycle I of 78%. This means that students are more interested in learning in Cycle II than in Cycle I. This increase is also reflected in student achievement. This improvement is also reflected in student learning achievement which increased from the initial test score of 49.2 to 74.48 in Cycle I and 92 in Cycle II. Analysis of learning performance and student understanding, especially self-control.

## CONCLUSION

Islamic religious education is one of the important subjects for students. The purpose of Islamic religious education is to produce students who believe and fear Allah SWT, have noble character, are knowledgeable and able to practice the teachings of Islam. Students' understanding of PAI material is a measure of learning success. A student's understanding can be measured in several ways, one of which is with an understanding test. An understanding test is a measuring tool that can be used to measure how well students understand the material they learn. The teaching and learning process is of course related to learning approaches and methods, which we can call learning design. The curriculum developed thus determines the direction or purpose of the expected learning, considering that currently there are more and more different learning models used by teachers in the learning process in the classroom or outside the classroom, but sometimes the model is forgotten. The application of the PBL learning model increases student understanding. This model requires students to be active and think critically when solving problems. This helps students understand the subject more deeply. Based on these arguments, it can be concluded that the development of PBL-based PAI learning model can be an alternative to improve students' understanding. The application of problem-based learning models can improve concept understanding. Students' concept understanding is not only based on the application of problem-based learning models, but also cannot be separated from the intelligence of each student. When implementing a problem-based learning model, many students still experience difficulties because they are used to learning in a lecture format. Students as well as teachers face challenges in implementing problem-based learning models. Therefore, the problem-based learning model takes a very long time to implement.

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