



Implementation Problem Based Learning Methods in the Subject of History Islamic Culture in Fostering Religious Character Student at MAN 2 Kota Malang

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Abstract

The implementation of the problem-based learning method aims to improve student learning outcomes and foster the religious character of grade X-IPAI students at MAN 2 Kota Malang where learning the history of islamic culture presents a lot of rote material that can cause boredom and decrease in quality, especially in student learning outcomes. To overcome these problems, active learning strategies are needed that can arouse students' enthusiasm in learning. One of them is to use the Problem based learning method. The results shown by this research are: (1) Planning of the implementation of the problem based learning method, namely compiling lesson plans, compiling teaching materials, preparing teaching materials and making measuring learning outcomes. (2) The implementation of the problem based learning method is carried out in 2 stages of che cycle with pre-action and post-action posttest in cycle I and cycle II which can foster students religious character, (3) Evaluation of implementation the problem based learning method, namely the improvement of learning outcomes and the form of religious character building in students. In the pre-action, the average student learning outcomes were 69,55 with 10 students complete and 24 students incomplete, in posttest I, the average student learning outcomes were 74,85 by being able to improve student learning outcomes, namely in the first cycle of student learning outcomes that achived learning completeness, namely 16 students completed and 18 students incomplete. And in posttest II, the average student learning outcomes were 87,94 with 30 students complete and 4 students incomplete.

Keywords: Problem based learning, Religious Character, The History of Islamic Culture

Introduction

Education is a systematic effort that aims so that every human being can reach a certain stage in their lives, namely the creation of inner and outer happiness (Munir Yusuf, 2018). Education is an

effort to prepare the lives of students for good survival in community life, improve and advance the quality of life of each individual and make a useful contribution in improving and developing the quality of

life of the community and nation. Education is an effort to prepare for the needs of life in the future. Therefore, education at this time must be able to answer various problems and be able to solve the problems faced today.

Character is something urgent and fundamental. Character education is a form of instilling character values in the school environment that contains factors of skills, understanding and actions in order to obtain these aspects, both to God Almighty, others, oneself, the environment, as well as nationality and statehood so that a perfect human being is realized. So education is very influential on character building (Sofyan, 2015).

Strengthening character education in the current context is very suitable to overcome the ethical or moral crisis that is happening in this country. Whether we realize it or not, there are currently many crises in the community that are worrying by involving the next generation of the nation (Zubaedi, 2018). From this explanation, an educator figure is needed as the spearhead of education in the formation of students' religious character to face various models of the times and globalization that must be directed and considered in accordance with Islamic religious teachings. Because the religious character possessed by students can be realized by the process of building good character in the community, family, and school.

The figure of the educator has a tough task. However, all tasks that have been carried out by educators can be said to be successful if there are better changes in students from the aspects of behavior and actions of students. Then the main thing that must be taught is morals. This is

because if the teachings in moral education are successful, it will affect good behavior and humility of students. Good to others, the environment and the most important aspect is towards Allah SWT. Therefore, the figure of teachers in schools has a duty to educate and nurture students through Islamic religious education that is able to provide development of students' religious character and apply it to their daily lives.

In cultivating students' religious character, a learning method is needed. Where this is one of the teaching and learning activities that must be carried out by educators and students in order to achieve effective and efficient learning goals (Hadion et al., 2021). Problem based learning is a learning method that provides problems and involves students as learning targets. Or in other words, this strategy has the concept of problem-based learning (Syamsidah et al., 2018). With the provision of a problem, students can dig or find various information to solve the problem (I Made Budi Arsika et al., 2019).

Based on the results of observations carried out at Madrasah Aliyah Negeri 2 Kota Malang, researchers found problems in the delivery of material carried out by The History of Islamic Culture teachers where there were learning methods that were considered inappropriate to apply and this had an impact on decreasing students' enthusiasm, enthusiasm and interest in learning materials. Not only that, researchers also found students who did not reflect the morals or character of religious values in accordance with Islamic law.

Method

The research approach related to the Implementation of Problem based learning

Methods in Islamic Cultural History Subjects in Fostering Student Religious Character is with a qualitative approach. According to Sudarto, qualitative research is an assessment step in the form of oral and written words produced from descriptive data from observable behavior (Kasiram, 2010). Using Classroom Action Research which is often known as CAR, is the method used in this study. To find out the effect of actions taken on a research topic in the class (Muallimin et al., 2014).

Researchers used Kurt Lewin's model for this Classroom Action Research study which determined that there are four processes in each of the two research cycles. Namely: a) planning, b) action, c) observing, and d) reflecting (Husna et al., 2019).

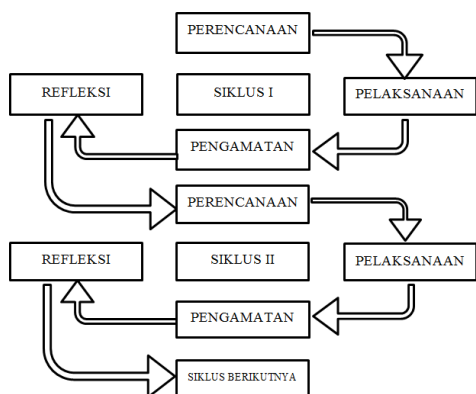


Figure 1: Kurt Lewin's model of classroom action research cycle (Source: Jakni, 2017)

First Cycle of Classroom Action Research

A. Planning

Planning in Classroom Action Research, among others, involves the following activities:

1. To determine which Competency and Basic Competency Standards will be taught to students, researchers analyze normative content standards.
2. Create a lesson plan that considers student learning outcome indicators.
3. Creating resources that can assist in the development of Basic

Competency Standards in order to practice CAR.

4. Examine a range of alternative strategies appropriate for teaching settings.
5. Create Worksheets for Students
6. Create guidelines or tools for the CAR cycle
7. Install evaluation tools for learning related to learning outcome indicators

B. Implementation of Actions

Action descriptions, work scenarios for corrective actions to be taken, and application procedures are all included in the implementation of the actions.

C. Observation of an Action

The observation format can be used by researchers to make observations, while the assessment format can be used to evaluate actions.

D. Analysis and Reflection

Describe analytical measures for monitoring and reflection results relating to the process and impact of corrective actions taken, as well as criteria and planning for the next activity cycle.

Second Cycle of CAR

A. Planning

Researchers compile lesson plan based on the results of reflection in the first cycle.

B. Implementation

Researchers conduct learning practice methods based on learning planning the results of reflection in the first cycle. What is revised is the learning steps.

C. Observation

Researchers make observations on teaching and learning activities and the formation of student competencies.

D. Reflection

Researchers consider how the second cycle of CAR is carried out, study it, and draw conclusions about

how planned learning is carried out by doing certain things

This type of research uses participant class action research where the research is carried out with the involvement of researchers from the beginning of the process to the end of the research process. With this, researchers are involved since the planning process, then researchers monitor, make notes and collect data which is ultimately analyzed and reported the results of their research.

This research was carried out for 2 months starting in January 2023 until March 2023. Located in Madrasah Aliyah Negeri 2 Kota Malang located on Jl.Bandung No.7, Penanggungan, Klojen District, Kota Malang. The source of data obtained is in the form of primary data sources derived from direct interviews with Islamic Cultural History maple teachers, students and residents around the school. The performance assessment (Non-test) and assessment of the observations of teachers and students of grade X-IPA 1. Secondary data sources in this study include documentation, school profiles, teacher activities and student behavior records where the data is obtained from archives owned by the school.

Result and Discussion

Before reviewing the research findings, it has been explained that the research problem is the lack of satisfactory student learning outcomes during classroom learning. This is because learning strategies that are only based on classroom presentation models carried out by students themselves are considered less effective in inspiring learning. Learning is considered passive and often lacks breadth of delivery by the presenter in charge of each learning material. Thus, students lose motivation and enthusiasm to learn when using such learners, considering the History of Islamic Culture is very famous for boring lessons.

In reality, students only need to read material related to the history of islamic culture. However, not all students are able to understand the subject matter only through reading. Therefore, even in scenarios where classroom learning takes place, educators should use learning methodologies with methods deemed appropriate for the subject matter being taught. To identify any problems that arise in students, educators must also evaluate the implementation of the problem based learning method on students during teaching. Researchers concentrated on the material of the Umayyah State in Damaskus presented by relating the material to the reality of life in the environment of today's learners.

In this study, researchers made a plan before using a problem based learning methodology in the history of islamic culture at class X-IPA 1. The resulting planning for classroom learning has been prepared as follows:

A. Preparation of lesson plans

Core competencies, basic competencies, time allocation of 6x40 minutes (2 hours of lessons per meeting), learning objectives, and materials of the Umayyah State in Damaskus are all included in the lesson plans made by researchers for this study. The lesson plans contains the name of the madrasah, namely MAN 2 Kota Malang, class X-IPA 1 even semester. The history of islamic cultural subjects, learning activities, learning resources including books and internet, media and learning devices such as powerpoint text and textbooks. The model for learning used is problem based learning and assessment. Everything has been listed on the attached of lesson plans.

This subject learning plan used the main topic "Umayyah State in Damaskus" by utilizing powerpoint text media used by educators to

deliver material and facilities in implementing problem based learning. Therefore, researchers develop lesson plans using problem based learning methods.

B. Preparation of teaching materials

Not only lesson plans is prepared in this plan, researchers also compile teaching materials that will be delivered to students in class X-IPA 1. Researchers prepare Student Worksheets which have important instructions from material that has been delivered by educators on the topic of the Umayyah State in Damaskus. This worksheets is distributed after the teacher delivers the learning material. The preparation of pictures such as the occurrence of the Shiffin War and the Free Papua Rebellion as other teaching materials for the learning process in class, as attached.

C. Prepare teaching media

Researchers prepare powerpoint text as a teaching medium. In the powerpoint test, it contains slides in which there are materials and pictures of the events of the Umayyah State in Damaskus that are associated with images that show events in the current environment. Researchers have sorted out the image as a means of implementing the problem based learning learning method.

Before the classroom learning process is carried out, educators prepare laptops and ensure that LCD projectors that have been provided in the classroom function properly. So that when learning begins, no time is wasted preparing learning media.

D. Create evaluation tools for student learning outcomes

What is needed in the next planning is to make questions for pretest and posttest with the approval of the pamong teacher. The questions

are taken from several learning resources used by educators, such as textbooks. The questions made will be used as a measurement tool for learning outcomes for evaluation during learning. Researchers prepared 60 multiple choice questions with a classification of 20 questions for the pretest, 20 questions for the first cycle posttest and 20 questions for the second cycle posttest.

The educators prepare worksheets to give assignments to students where the worksheets can measure their level of understanding and measure the value of success in learning.

In its implementation, teacher provides images accompanied by explanations related to problems connected with the subject. The beginning of the formation of the Umayyah State was a topic discussed in the first cycle of learning. The teacher shows students pictures of the siffin war on power point text slides and explains the problems that occurred in the event of the rebellion, while other pictures are pictures of thrones or power during the Umayyah State and the teacher explains the problems that occurred until the change of the leader of the Umayyad State. With these images, students will indirectly use logic to process the images they see. Students can use these images to explore their knowledge, get questions in their minds until they are able to find answers regarding the process of forming the Umayyah State.

The teacher directs and guides the learning process. The teacher directs students to solve problems found in the current reality such as the reality of state leaders who change from generation to generation or are replaced with their own families. Students are directed to analyze and think critically of the problems faced and relate them to the Caliphate of the Umayyad State which is considered quite similar to each other. And from the

problems they solve, students have time to share their ideas between groups and the teacher observes the extent of understanding and mastery they gain from the material.

Then students receive evaluation or post-test questions with a total of 20 questions after learning using the problem based learning method. For the first cycle post-test in the subject of Islamic Cultural History, students of grade X-IPA 1 got an average score of 74.85. During the first post-cycle test-cycle, students scored a best of 100 and a low of 55. And then continued in cycle II because of the large number of students whose scores have not reached the complete criteria. For this second cycle post-test, students of grade X-IPA 1 obtained an average score of 87.94. During the second cycle post-test, students get the highest score of 100 and the lowest grade of 50. The majority of students were able to correctly answer 17 out of 20 multiple-choice questions on this post-test which contained a total of 20 questions. The majority of students receive higher results in the second cycle. In cycle I there were 24 students who did not meet the minimum completeness criteria, while in cycle II there were only 4 students who did not meet the minimum score criteria.

Based on the implementation of actions for 2 cycles carried out as many as 4 meetings, data was obtained that student learning activity increased. When the Problem based learning learning method is used, researchers make direct observations through peers. The focus of observations carried out is on a number of indicators, such as cooperation in problem solving, activities in working and questioning, involvement in learning, initiative, and originality in generating ideas. The findings from observations in cycle I are as follows:

Tabel 1. Observation Data of peers using problem-based learning methods in cycle I and cycle II

Peer Observations	
Cycle 1	Cycle 2
11.38	15,14
Less	Good

Assessment Guidelines:

$$\sum \text{Minimum score} = 5 (1 \times 5)$$

$$\sum \text{Maximum score} = 20 (4 \times 5)$$

Minimum score of each aspect = 1

Max score of each aspect = 4

The range of values is $20 - 5 : 5 = 3$

The caption is filled with the predicate of the following range of values:

A = Very good = 20 – 18

B = Good = 17 – 15

C = Sufficient = 14 – 12

D = Less = 11 – 9

E = Very less = 8 – 6

The assessment of students in the group was assessed moderately in the first cycle, findings from the first cycle of observation known lack of coordination between each group and the presence of obstructive distance are two weaknesses that are still being corrected. As a result, group work cannot be effectively carried out. The observations are claimed to be sufficient based on the data, which displays an average of 11.38. Given this, it is necessary to carry out follow-up actions that will be carried out in cycle II. And in the second cycle, peer ratings are considered satisfactory or in the good category. This is the result of an increased level of cooperation and participation among all students when completing tasks. The findings of this observation showed a figure of 15.14. With this, the researcher or educator ends the follow-up learning cycle II and does not continue the classroom action research in the next cycle. Because cycle II class action research has succeeded in achieving targeted results.

Tabel 2. Student Learning Data Cycle I and Cycle II

Explanation	Value	
	Cycle I	Cycle II

Sum	2365	2990
Top Marks	100	100
Complete	10	30
KKM		
Average	69,55	87,94
Standard	Less	Good

In cycle I, researchers use the problem based learning method as a modification of previous learning to improve student learning. The first cycle average post-test score was 74.85. In addition, researchers continued to use the method until the application in the second cycle obtained an average value of 87.94 with a very good predicate.

Then in fostering religious character, students can be motivated from various figures such as examples in the Umayyah State material. With the character of the figure khalifah, students can make the figure as a role model and implement the character, attitude and nature of the figure of the Khalifah Umayyah.

From the mastery gained in the material of the Umayyah State in Damaskus, the characters displayed in the material, it is hoped that it can affect changes in behavior for the better in each student. Because if character building has been embedded in students, of course they will bring out the religious character in their daily lives.

It can be concluded that the use of the Problem based learning method in the subject of History Islamic Cultural can improve student learning outcomes and provide religious character building in class X-IPA 1 MAN 2 Kota Malang.

Conclusion

1. Planning the implementation of the Problem based learning method to improve student learning outcomes and to foster students' religious character in the subjects the History of

Islamic Cultural class X-IPA 1 at MAN 2 Kota Malang including making lesson plans, collecting learning resources, preparing teaching media and making learning outcome measurement tools.

2. The implementation of the Problem based learning learning method in the subject of History Islamic Cultural in fostering the religious character of grade X-IPA 1 students at MAN 2 Kota Malang is carried out in two cycles, the first of which begins with a pre-action or pre-test. Then after that the implementation of cycle I and cycle II is accompanied by post-action post-test in each cycle. The learning process is carried out by applying the five syntax of the Problem based learning learning method and providing material through powerpoint media and worksheets as tasks that must be completed by students. Students of grade X-IPA 1 who participated in learning on the material of the Umayyah State in Damaskus had better learning outcomes and received guidance on religious character through the presence of figures of khalifah during the Umayyah State. Student learning outcomes look better and improved compared to before the implementation of classroom action research, classroom action research is proven to improve student learning outcomes in class X-IPA 1 MAN 2 Kota Malang in the subject of Islamic Cultural History on the material of the Umayyah State in Damaskus.
3. Based on the results of the study, it can be said that learning outcomes and increases where student learning outcomes in the pre-action phase have an average value of 69.55. in cycle I got an average score of 74.85 and in cycle II reached an average value of 87.94 which is considered to have met the minimum completeness criteria

(KKM) value of ≥ 80 . Before the action or in the pre-action phase. Only 10 students were declared complete in the history of islamic culture learning. Then in the first cycle, 16 students were obtained who met the minimum completeness criteria. And in cycle II only 4 students did not meet the minimum criteria for completeness. So in cycle II there were 30 students who were declared complete. The observation activity also increased the activeness and enthusiasm of students with the results of cycle I reaching 11.38 which was declared sufficient and cycle II reaching 15.14 which was declared good.

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