



Optimization of Learning in Islamic Religious Education at Miftahul Ulum Vocational School, Tanjung Senang: A Review of the Influence of Problem Based Learning Strategies on Motivation and Learning Outcomes

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Abstrak

Penelitian ini dilatarbelakangi oleh kebutuhan akan strategi pembelajaran yang efektif dalam meningkatkan motivasi dan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di Sekolah Menengah Kejuruan (SMK). Sebagai bagian integral dari kurikulum, PAI memiliki peran sentral dalam membentuk karakter, moral, dan nilai-nilai keagamaan peserta didik. Namun, implementasinya seringkali dihadapi oleh tantangan, terutama terkait dengan kurangnya keterlibatan siswa dan kurangnya variasi strategi pengajaran. Oleh karena itu, penelitian ini bertujuan untuk mengevaluasi efektivitas penerapan strategi Problem Based Learning (PBL) dalam meningkatkan motivasi dan hasil belajar siswa pada mata pelajaran PAI di SMK Miftahul Ulum, Tanjung Senang. Dengan menggunakan pendekatan kuantitatif dan metode asosiatif verifikatif, penelitian ini melibatkan siswa kelas X OTKP dan RPL sebagai subjek penelitian. Hasil penelitian menunjukkan adanya hubungan yang signifikan antara penggunaan strategi PBL dengan motivasi belajar dan hasil belajar siswa, dengan variabel PBL memberikan kontribusi yang signifikan dalam meningkatkan motivasi belajar dan hasil belajar siswa. Kesimpulan dari penelitian ini menyoroti pentingnya implementasi strategi pembelajaran yang inovatif seperti PBL dalam konteks pendidikan agama Islam di SMK, sekaligus menekankan perlunya dukungan dan perhatian terhadap tantangan yang mungkin timbul dalam proses implementasinya.

Kata Kunci: PBL, Motivasi Belajar dan Hasil Belajar

Abstract

This research is motivated by the need for effective learning strategies in increasing student motivation and learning outcomes in Islamic Religious Education (PAI) subjects at Vocational High Schools (SMK). As an integral part of the curriculum, PAI has a central role in shaping students' character, morals and religious values. However, its implementation is often faced with challenges, mainly related to a lack of student involvement and a lack of variety in teaching strategies. Therefore, this research aims to evaluate the effectiveness of

implementing the Problem Based Learning (PBL) strategy in increasing student motivation and learning outcomes in PAI subjects at Miftahul Ulum Vocational School, Tanjung Senang. Using a quantitative approach and associative verification method, this research involved class X OTKP and RPL students as research subjects. The research results show that there is a significant relationship between the use of PBL strategies and student learning motivation and learning outcomes, with the PBL variable making a significant contribution in increasing student learning motivation and learning outcomes. The conclusion of this research highlights the importance of implementing innovative learning strategies such as PBL in the context of Islamic religious education in vocational schools, while considering the need for support and attention to challenges that may arise in the implementation process.

Keywords: PBL, Learning Motivation and Learning Outcomes

Introduction

Islamic Religious Education as an integral part of the curriculum at Vocational High Schools (SMK) (Yuliyati, 2020) . In its implementation, it is necessary to modify the strategy, considering that current learning cannot be ignored, and the status of Islamic Religious Education subjects as subjects that determine graduation. Its presence is very crucial, and the effectiveness of the educational process depends on the ability of educators to carry out their duties well and according to standards (Romlah & Rusdi, 2023) . As expressed in Arabic, “ *ath-thoriqah ahammu minal madah* ,” meaning that learning strategies are more important than the material itself. Based on this intention, how education is delivered and understood by students has an impact greater than the content of the material being taught (Aini, 2018) . Apart from that, Islamic Religious Education has a central role in shaping the character, morals and religious values of students (Ubaidillah, 2024) . Even though it is a crucial subject, students' understanding and motivation towards Islamic Religious Education often

experiences challenges, which can affect students' learning outcomes.

The main challenge faced is the failure of learning strategies in stimulating student motivation and learning outcomes. In planning and implementing learning, especially in Islamic Religious Education (PAI) subjects, educators must have good skills and be supported by a deep understanding of religious teachings (Ahmad et al., 2018) . This principle is in accordance with the teachings explained in Surah An-Nahl 16:44, which states that:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ
مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

"And We sent down Ad-Dhikr (Al-Qur'an) to you, so that you explain to people what has been revealed to them and so that they think"

Apart from that, it is also important for educators to compile and develop learning tools that support the teaching process. This device involves various elements such as guidebooks for educators, guidebooks for students, assignment or work sheets for students, and various auxiliary media such as computers/laptops, as well as guidelines

for implementing learning such as curriculum and others (Fakhri Akhmad, 2023) .

An educator has a very large and difficult task in carrying out his profession. This is because the presence of an educator has a huge influence on the motivation and educational outcomes felt by students (Rofiq, 2019) . In the teaching and learning process, we need an educator who is capable of quality and is expected to be able to direct students to become the generation we hope for in accordance with the goals and ideals of the nation. For this reason, it is not enough for teachers to simply convey the subject matter, but educators must also be good at creating a good learning atmosphere, and also consider using methods and strategies in teaching that are appropriate to the subject matter and also appropriate to the students' circumstances (Jumadi, 2023) .

The existence of teachers and students are two very important factors where both are interrelated. Student learning activities are greatly influenced by the teacher's teaching activities, because in the learning process teachers still have an important role in providing knowledge to their students (M. Ma'ruf, 2019) . One of the problems faced by educators in organizing lessons is how to generate activity and activeness in students so they can learn effectively. Because, success in teaching is greatly influenced by the learning activities of students. One way to increase student learning activity is to change monotonous learning activities (Siregar, 2018) .

Furthermore, one step that can be taken to improve the quality of students' learning is to use learning strategies that are able to arouse and increase their attention and motivation to learn during the learning process. In this case, the application of innovative strategies such as *Problem Based Learning* (PBL) is of concern. PBL not only emphasizes understanding concepts, but also relates them to real life situations, allowing students to develop analytical, creative and problem solving skills (Syafuruddin, 2024) .

Problem Based Learning (PBL) is a learning strategy that can be applied to increase students' activeness in the learning process (Ngalimun, 2017) . In this strategy, students are focused on systematically investigating a given problem, clarifying the topic being discussed, proposing ways to collect the necessary data, and evaluating conclusions. This strategy helps students to process the information in their minds and build their own knowledge about the social world and its surroundings (Anggun et al., 2024) .

This learning strategy is well suited to developing knowledge, both basic and complex. The implementation of PBL also has a positive impact, especially in increasing student activity and triggering a thirst for knowledge. Students' activeness in the learning process increases, along with improvements in their learning outcomes (Syahyudin, 2020) . This strategy allows students to more easily remember the material because they interact directly with the problems they face. Freedom of opinion

in solving problems and collaboration between students are important aspects in PBL, which also contribute to deeper understanding. By facing problems directly, students can better understand and remember the lessons they receive.

The change in view of students, who are now considered as active subjects in the learning process rather than just passive objects, has become a trigger for the discovery of various innovative learning strategies. According to Ivor K Davis, " *One trend that is often overlooked and forgotten is that the essence of learning lies in the learning process of students, not in the delivery of material by teachers .*" Now, teachers are expected to be able to choose learning strategies that can motivate each student to be actively involved in their learning experience (Siregar, 2018) . This strategy emphasizes the role of students as active participants who have a role in shaping and directing their own learning process. Therefore, implementing PBL can provide a more interactive and effective learning experience. Then, the aim of implementing this learning strategy is to increase students' enthusiasm or enthusiasm for learning activities so that later students' learning outcomes can reach the maximum level/KKM (Fakhri Akhmad, 2023) .

Apart from that, seen from the psychological aspect, PBL learner strategies are based on cognitive psychology which starts from the assumption that learning is a process of changing behavior thanks to experience. Learning is not merely memorizing a number of facts but a process of

conscious interaction between individuals and their surroundings. Through this process, little by little, students will develop as a whole. This means that student development does not only occur in the cognitive aspect, but also in the affective and psychomotor aspects through internal appreciation of the problems they face.

By using the *Problem Based Learning* (PBL) strategy in learning Islamic Religious Education, it is hoped that students can become active and focus directly on the essence or main contents that are implicit and explicit in Islamic Religious Education. Apart from that, it can motivate students' learning, being able to understand, think critically and apply the messages contained in Islamic Religious Education, the teaching and learning process can be maximized, so that learning objectives in improving learning achievement can be achieved (Satria et al., 2024) .

Then, in every lesson educators must try to find out the results of the learning process they carry out. The results in question are good, not good, useful or not useful, etc. It is important to know these results because they can be a guide for educators to find out to what extent the learning process they carry out can develop students' potential. This means that if the learning they do achieves good results, the educator can certainly be said to be successful in the learning process and vice versa.

Previous research according to (Syaifulloh, 2016) shows that the influence of PBL strategies on student motivation and student learning

outcomes shows that the average learning outcome value for the experimental class is 88.28 and the control class is 79.31 and the results of the t test analysis different with a significance value of $0.000 < 0.05$. However, this research has not fully explored the potential of PBL in increasing students' motivation and learning outcomes in Islamic Religious Education learning. However, reinforced research results according to (Setiawan & Hadiati, 2023) show that the implementation of PBL strategies is able to increase motivation and learning outcomes in various subjects (Kartini et al., 2024).

Furthermore, this research was carried out at Miftahul Ulum Tanjung Vocational School. The results of the pre-research survey showed that Miftahul Ulum Vocational School, Tanjung Senang, had a number of main problems in teaching Islam, including a lack of variety in teaching strategies and low teacher and parent involvement. Implementation of *Problem Based Learning* (PBL) is proposed as a solution to increase student motivation and learning outcomes.

Student learning results at Miftahul Ulum Vocational School, Tanjung Senang show that there are still many students getting low grades. Furthermore, this research aims to evaluate the effectiveness of PBL in this scope, with the hope of contributing to overcoming the challenges of Islamic learning and supporting improving the quality of learning.

Method

a. Research result

This research is quantitative research with a verification associative approach. An associative approach is used to identify the relationship between the use of PBL and student motivation and learning outcomes, while a verification approach is used to verify the truth of findings and generalize research results based on collected empirical data (Sugiyono, 2016)

The location of this research is Miftahul Ulum Vocational School Jl. Flamboyan IV, Labuhan Dalam sub-district, Kec. Tanjung Senang, Bandar Lampung. The subjects in this research were class X OTKP students and class X RPL students with a total population of 66. Sample selection was carried out using a *purposive sampling method*, where sample determination was carried out with certain considerations. Next, the hypothesis formulation was carried out as follows:

- H1: The PBL strategy in Islamic Religious Education learning has a positive influence in increasing student motivation at Miftahul Ulum Tanjung Senang Vocational School.
- H2: PBL strategies in learning Islamic Religious Education can influence the learning outcomes of Miftahul Ulum Tanjung Senang Vocational School students.

Results and Discussion

The research results reflect the findings found in this study. This research also provides conclusions from the data

that has been collected and provides an overview of the extent to which the hypothesis or research question has been answered. In this research, the statistical test applied is the regression test, as follows:

Table 1
 Determination Coefficient Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 ^a	0.701	0.776	1,665
a. Predictors: (Constant), PBL				

Source: Data processed from SPSS Version 26

Based on the table presented, it can be identified that the correlation or relationship (R) value between the independent variable (PBL) and the dependent variable (learning motivation and learning outcomes) is 0.877. From the output results, a determinant coefficient (R Square) of 0.701 was obtained. This determinant coefficient indicates how much variability in the dependent variable can be explained by the independent variable. With an R Square value of 0.701, it can be concluded that it is around 70.1%. In other words, around 70.1% of the variation in financial decisions and company performance can be attributed or caused by the influence of PBL variables.

This shows that there is a strong relationship between the independent variable (PBL) and the dependent variable (Motivation and Learning Outcomes). Therefore, this interpretation provides an illustration that the PBL variable has a significant contribution in explaining variations in Motivation and Learning

Outcomes, along with the high R Square value.

Table 2
 Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,998	4,221		3,112	,000
	X PBL	,882	,122	,768	9,281	,000
a. Dependent Variable: Y1 and Y2						

Source: Data processed from SPSS results

Based on the information from the table, it can be identified that the constant value (a) in the regression equation is 8.998. Furthermore, the regression coefficient (b) for variable The regression coefficient (b) for variable This regression coefficient has a positive value, indicating that the influence of variable X on variables Y1 AND X2 is positive.

Table 3
 Partial T Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,998	4,221		3,112	,005
	X PBL	,882	,122	,768	9,281	,000
a. Dependent Variable: Y1 and Y2						

Source: Data processed from SPSS results

From the table presented, it can be explained that the significance value for the PBL variable (X) is 0.00 which is smaller than the significance level generally set (0.05). In addition, the calculated t value for the PBL (X) variable is 3.112 , which is greater than the relevant table t value, namely 1.668 . Therefore, it can be concluded that the hypothesis proposed for the PBL variable on learning motivation is accepted. This means that the PBL

variable (X) has a significant effect on the Learning Motivation variable (Y).

Furthermore, the significance value for the PBL variable is also 0.00, which is smaller than the specified significance level (0.05). Apart from that, the calculated t value for the Learning Outcomes variable (Y2) is 9.281, which is also greater than the relevant table t value, namely 1.668 . Thus, it can be concluded that the hypothesis H2 for the Learning Outcome variable (Y2) is also accepted. This means that the PBL variable (X) has a significant effect on the Learning Outcome variable (Y2).

b. Discussion

The results of the research show that there is a significant relationship between the use of *Problem Based Learning* (PBL) strategies and student motivation and learning outcomes in Islamic Religious Education subjects at Miftahul Ulum Vocational School, Tanjung Senang. This is in line with the proposed hypothesis, which states that PBL strategies have a positive effect on student motivation and learning outcomes.

From the regression analysis, it was found that the correlation value (R) between the use of PBL with motivation and student learning outcomes was 0.877, with a coefficient of determination (R Square) of 0.701. This indicates that around 70.1% of the variation in student motivation and learning outcomes can be explained by the use of PBL.

Furthermore, the results of the partial t test show that the PBL variable has a significant influence on student learning motivation (Y1) with a calculated t value of

3.112 and a significance value of 0.00. Likewise with student learning outcomes (Y2), where the PBL variable also has a significant influence with a calculated t value of 9.281 and a significance value of 0.00.

Thus, these findings indicate that the implementation of PBL strategies in Islamic Religious Education learning at Miftahul Ulum Vocational School, Tanjung Senang provides a significant contribution in increasing student motivation and learning outcomes. This has important implications in the development of more effective and innovative learning methods, as well as strengthening the argument for expanding the application of PBL strategies in the context of Islamic religious education in various educational institutions.

Then, research shows that PBL stimulates students' active involvement in learning by introducing real-world situations or problems that require solving. Within the scope of PAI, PBL can provide a more interesting and relevant learning experience for students, thereby increasing their motivation to learn. By involving students in contextual problem solving, PBL also helps them relate religious concepts to everyday life, which intrinsically increases their motivation to learn more.

Second, the research results show the positive impact of PBL strategies on student learning outcomes in PAI subjects. PBL encourages students to think critically, analyze situations, and find relevant solutions. Within the scope of PAI, this can produce a deeper understanding of religious values, theological concepts and religious practices. Improved learning

outcomes can be reflected in increased student academic achievement, both in tests or class evaluations and in their understanding of religious concepts.

Next, it is important to pay attention to the implications of PBL strategies in developing students' skills. In addition to deepening their understanding of religion, PBL also helps students develop analytical, creative, and problem-solving skills that are essential for their success in the world of work and everyday life. By considering complex issues in a religious context, students are trained to think holistically, explore multiple points of view, and achieve a more comprehensive understanding of religious values.

However, it needs to be acknowledged that implementing PBL strategies in PAI learning can also face several challenges. Preparing curriculum and learning materials that are appropriate to the PBL approach requires sufficient time and resources. Apart from that, problem-based learning also requires strong support from educators and school management, as well as active involvement of students in the learning process.

Within the scope of Miftahul Ulum Vocational School, Tanjung Senang, concrete steps can be taken to optimize the use of PBL strategies in PAI learning. This includes training for educators on innovative learning approaches, developing curricula that are responsive to student needs, and creating learning environments that support active student engagement. Apart from that, the involvement of parents and the community in supporting the implementation of PBL is also a key

factor in achieving optimal learning success.

Thus, in the context of this research, it is important to consider not only the direct impact of PBL strategies on student motivation and learning outcomes, but also the supporting factors that influence the implementation and effectiveness of these strategies. By strengthening innovative learning strategies such as PBL, it is hoped that Miftahul Ulum Vocational School, Tanjung Senang, can improve the quality of PAI learning and achieve the goals of religious education more effectively.

Conclusion

In the conclusion of this research, it is important to acknowledge that the implementation of the *Problem Based Learning* (PBL) strategy in Islamic Religious Education (PAI) learning at Miftahul Ulum Vocational School, Tanjung Senang, has a significant impact on student motivation and learning outcomes. From the results of the analysis, the following findings can be concluded:

Use of PBL and its Impact on Motivation and Learning Outcomes: The research results show that there is a strong relationship between the use of PBL strategies and student motivation and learning outcomes. It was found that around 70.1% of the variation in student learning motivation and learning outcomes could be explained by the use of PBL. This means that the implementation of PBL makes a significant contribution in increasing student motivation and learning outcomes.

Positive Influence of PBL on Learning Motivation: Regression analysis shows that

the use of PBL has a significant influence on students' learning motivation. The PBL variable has a positive effect on students' learning motivation, which is proven by the low significance value in the partial t test.

Positive Influence of PBL on Learning Outcomes: Apart from that, the results of the partial t test also show that the use of PBL has a significant influence on student learning outcomes. The PBL variable has a positive effect on student learning outcomes, which is reflected in the low significance value in the partial t test.

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