

Improving SKI Learning Outcomes With Problem Based Learning Model at MA Hasyim Asy'ari – Jombang Class X

Mohamad Budiarso

Madrasah Aliyah Hasyim Asy'ari, Jogoroto-Jombang

mohamadbudiarso05@gmail.com

Abstract

The background of this research is because of the difficulties experienced by class X students of MA Hasyim Asy'ari Jogoroto-Jombang in SKI subjects. evidenced by the learning outcomes of students in the previous class of 20 students who completed while students who had not completed there were 13 students. The reason is that they feel bored with the monotonous learning process and do not use varied learning models. The solution to this problem is that researchers offer to use the Problem Based Learning model to students. The purpose of this study was to determine the improvement of learning outcomes for SKI subjects in class X MA Hasyim Asy'ari after using the Problem Based Learning learning model.

This research model is a collaborative classroom action research (CAR) which is analyzed descriptively and qualitatively. In collecting data, the methods of observation, tests, interviews and documentation were used. The observation method is used to measure the activities of teachers and students per cycle. The test method is used to determine students' learning abilities after participating in learning using the Problem Based Learning learning model. The interview method was used to find out the opinions and descriptions of Madrasah Aliyah Hasyim Asy'ari Jogoroto Jombang. And the documentation method is used to describe what happens in the classroom at the time the learning takes place.

The results of this study indicate that the use of the Problem Based Learning learning model is able to improve SKI learning outcomes for students of class X Madrasah Aliyah Hasyim Asy'ari Jogoroto-Jombang, it is proven that there is an increase in student learning outcomes from cycle I to cycle III.

Keywords: *Problem Based Learning Model, Learning Outcomes, SKI*

Introduction

History of Islamic Culture (SKI) at Madrasah Aliyah is one of the subjects that examines the origin, development, role of Islamic culture/civilization in the past, starting from the da'wah of the Prophet Muhammad in the Mecca and Medina periods, the leadership of the ummah after the Prophet Muhammad died. , until the development of Islam in the classical period (the golden age) in 650 AD-1250 AD, the Middle Ages/the era of decline (1250 AD-1800 AD), and the modern period/revival era (1800-present), as well as the development of Islam in Indonesia and in other parts of the world.¹

¹ MENTERI AGAMA REPUBLIK INDONESIA, Peraturan Menteri Agama Republik Indonesia Nomor 000912 Tahun 2013, *Tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab*. (Jakarta: Dirjen Pendidikan Islam, 2013), hal.46

The subject of Islamic Cultural History contains enormous uses for human life, because history stores or contains power that can lead to dynamism and give birth to new values for the growth and development of human life. The main source of Islamic teachings (al-Qur'an) contains quite a lot of historical values which directly or indirectly contain great meaning. A very high lesson for leaders of the people, especially for Muslims. So the date and science of dating (history) in Islam occupies an important meaning and has usefulness in the study of Islam. Muslims can emulate the process of Islamic education since the time of the Prophet Muhammad, the era of Khulafaur Rashidin, the era of great scholars and leaders of the Islamic education movement.²

Based on these uses, the Islamic Cultural History lesson should be a very important, interesting, and not boring subject. However, in reality what is in Madrasah Aliyah Hasyim Asy'ari class X SKI is seen as a boring and uninteresting lesson. So that it also affects student learning outcomes, especially in class X where the value of learning outcomes for the level of completeness only reaches 20 students, even though the number of students in the class is 33 students.

Therefore, it is necessary to have a model in varied learning which previously had many lectures conducted by teachers, then researchers will try students who are active in exploring materials in SKI learning, so that SKI lessons can be seen as something important, interesting, and not boring. for students, and is expected to be able to improve the learning outcomes of students.

One of these learning models is Problem Based Learning (PBL). Through this method, it challenges students to "learn how to learn", working in groups to find solutions to real-world problems. This given problem is used to bind students to curiosity about the learning in question. Problems are given to students, before students learn the concept or material relating to the problem to be solved.

From the background above, the researcher wants to study further about improving the learning outcomes of Islamic Cultural History (SKI) by using the Problem Based Learning learning model in class X MA Hasyim Asy'ari Jogoto Jombang.

Research Method

This research model is a collaborative classroom action research (CAR) which is analyzed descriptively and qualitatively, which aims to describe, record, analyze and interpret

² Zuhairini, dkk., *Sejarah Pendidikan Islam*, (Jakarta : Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, 1986), hal. 4-5.

the current conditions.³ The research was carried out at MA Hasyim Asy'ari Jombang which is the place to teach researchers. The data sources used are person, place and paper.⁴ Data collection techniques using interviews,⁵ observation⁶ and documentation⁷. The data analysis used is interactive data analysis consisting of three activities that occur simultaneously, namely: (a) data reduction, (b) data presentation, and (c) conclusion drawing/verification.⁸

Result and Discuss

This research is a classroom action research in order to improve student learning outcomes by using the Problem Based learning learning model for class X IIS 1 at MA Aliyah Hasyim As'ari Jogoroto Jombang. Referring to the formulation of the problem, our research begins with learning activities before using the problem based learning model. After observing students during the learning process in class using an observation instrument held by the collaborator, there are several notes on the results of the forms of activity that have been carried out by students including:

1. Students do not listen carefully to the teacher's explanation when explaining the material Conditions of the Meccan Society Before Islam
2. Students seem lazy to study in class, some even fall asleep when the material is explained
3. Most students cannot answer the test questions related to the material that has been explained
4. Many students' learning outcomes are incomplete

For this reason, the researchers tried to do a new model for SKI learning in class X IIS 1 by using the Problem Based Learning model with the implementation of actions based on the lesson plans that had been prepared at the planning stage. The Problem Based Learning learning activities with reference to the lesson plan are:

1. Initial Activities

- a. Students answer the greeting given by the teacher
- b. Students pay attention to the direction of the teacher physically and mentally and motivate related to the material to be studied
- c. Students pay attention and respond to the teacher's apperception

³ Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: PT Bumi Aksara, 2004).

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002).

⁵ Sugiyono, *Metode Penelitian Kualitatif Dan R&D* (Bandung: Alfabeta, 2009).

⁶ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2012).

⁷ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta 2011).

⁸ Matthe B. Miles and A. Michael Hubberman, *Qualitative Data Analysis* (London: Sage Publication, 1994).

- d. Students listen to the things that must be prepared for the delivery of learning material that will be studied together.
- e. Students listen and pay attention to the delivery of the teacher regarding the objectives and indicators of competency achievement in accordance with KD

2. Core Activities

- a. Student orientation to the problem:
- b. Learners pay attention to directions from the teacher for group division
- c. Students receive the distribution of LKPD from the teacher
- d. Students observe learning videos related to the substance and strategy of the Prophet's da'wah in the Medina period
- e. Organizing students to learn:
- f. Students work on LKPD as a result of observing learning videos
- g. Each group member understands the task given by the teacher
- h. Guiding investigations:
- i. Students with their groups discuss solving problems that have been observed from the learning material with the direction of the teacher
- j. Learners get information to help solve problems with direction from the teacher
- k. Develop and present results:
- l. The results of group discussions in the form of problem solving
- m. Learners develop findings to be used as solutions to these problems under the guidance of the teacher
- n. The agreed problem solving is made in the form of a concept map and data presentation.
- o. Analyze and evaluate the problem solving process:
- p. Each group takes turns presenting and other groups responding/providing input
- q. Each student is given the opportunity to draw conclusions from the results of the discussion

3. Closing Activities

- a. Students provide conclusions from learning outcomes based on the direction of the teacher
- b. Students listen to the reinforcement of the material from the results of the discussion by the teacher
- c. Students receive questions as a test of material related to knowledge
- d. Students work on questions from the teacher
- e. Students collect the results of their work to the teacher

- f. Students pray together under the guidance of the teacher
- g. Students answer the closing greeting from the teacher

The researcher made observations together with collaborators (in this case the homeroom teacher of class X IIS 1) using an observation sheet, observations were made on teaching acts carried out by teachers and students.

Learning activities by applying the Problem Based Learning learning model have shown quite effective results in the implementation of the SKI learning process in class X IIS 1 MA Hasyim Asy'ari Jogoroto Jombang. This can be seen from the increase in student learning outcomes, namely by using the Problem Based Learning learning model, because in the learning process using the Problem Based Learning learning model students are actively involved in learning and train students' thinking skills in solving problems critically so that students are able to find problems given by the teacher.

In practice this research was conducted in three cycles. From the data analysis of the three cycles that have been carried out, it can be seen that there is an increase in learning outcomes after using the Problem Based learning learning model, this is also supported by the activities of students which also increase in each cycle. Tests are given to students in each cycle. In the first cycle there was no increase in learning outcomes due to several factors. Among them are that there are still many students who do not follow the learning scenario well, such as there are still chatting when the teacher describes the lesson, besides that the teacher also does not understand the Problem Based Learning learning model in the application of the material taught during the learning process so that there are still many students who lack of cooperation between their respective groups.

With the evaluation in the first cycle, the implementation in the second cycle began to be maximal. However, student learning outcomes have not yet reached the action intervention expected by researchers. Thus, the action was continued in cycle III. Evaluation which is always carried out at the end of each cycle makes the learning outcomes of students in cycle III increase, namely from cycle I the learning outcomes of students who complete as many as 25, then cycle II as many as 30 students and cycle III as many as 32 students who complete. This means that the learning outcomes of students have reached the expected action intervention.

The increase in student learning outcomes cannot be separated from the teacher's activities in using the Problem Based learning learning model. This can be seen from the observations of teacher activities which continue to increase in each cycle.

The enthusiasm and focus of students in the learning process also had a positive impact on learning outcomes. The increase in student activity using the Problem Based learning learning model is seen in each cycle.

Based on the results of research and data analysis carried out, the Problem Based Learning learning model can improve student learning outcomes in SKI subjects in class X IIS 1 MA Hasyim Asy'ari Jogoroto-Jombang.

Reference

Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta 2011.

Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* Jakarta: PT Bumi Aksara, 2004.

Matthew B. Miles and A. Michael Hubberman, *Qualitative Data Analysis*, London: Sage Publication, 1994).

MENTERI AGAMA REPUBLIK INDONESIA, Peraturan Menteri Agama Republik Indonesia Nomor 000912 Tahun 2013, Tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab. Jakarta: Dirjen Pendidikan Islam, 2013

Sugiyono, *Memahami Penelitian Kualitatif* ,Bandung: Alfabeta, 2012.

Sugiyono, *Metode Penelitian Kualitatif Dan R&D* ,Bandung: Alfabeta, 2009

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2002.

Zuhairini, dkk., *Sejarah Pendidikan Islam*, Jakarta : Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, 1986