

# THE IMPLEMENTATION OF *PROBLEM BASED LEARNING* MODEL ON ISLAMIC EDUCATIONAL LEARNING AT MAMUJU, WEST SULAWESI

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**Abstract:** This article discusses the implementation of the *problem based learning* outcomes model in Islamic religious education learning at Senior High School (SMA) Negeri 2 Kalukku, Mamuju. The results showed that the *Problem Based Learning* model in Islamic Religious Education learning at SMA Negeri 2 Kalukku, Mamuju Regency, was as follows: Planning the *Problem Based Learning* model in Islamic Religious Education learning was guided by the syllabus, lesson plans, learning objectives, learning methods and media, learning tools and resources which are an integral part that cannot be separated from all learning planning stages. Implementation of *Problem Based Learning* models, has met the standard *Problem Based Learning* model, educators have taken steps to learn by using the *Problem Based Learning* model in the field of study of Islamic Religious Education, and Assessment of learning outcomes consisting of attitude and knowledge assessment has been carried out well, but in terms of skills assessment it has not been able to be fulfilled properly.

**Keywords:** Problem, Learning, Method, Media, Model

## INTRODUCTION

After the issuance of the National Education System Law Number 20 of 2003, the world of education in Indonesia underwent a paradigm shift. The stretch of change is felt both in terms of *policy*, regulation or educational infrastructure to become something warm. The state requires the government to budget 20% of the APBN/APBD and this is a new civilization and the highest achievement of budgeting in the history of education in Indonesia.

Educator is a strategic professional position in the formation of young people who have a significant position in the future. Quality education has *forward linkage* and *backward linkage*. *Forward linkage*, namely quality education is the main requirement for realizing an advanced, modern, prosperous and civilized nation's life. The history of the civilization of advanced nations indicates to us that in fact a prosperous, advanced and modern nation, prosperous and civilized, is a nation that has quality education methods. *Backward linkage* is a method or method of quality education so that the quality of education can be measured by looking at the existence of professional educators.

In Law Number 20 of 2003 Article 3, it is stated that national education aims to develop the capacity and ability and form a dignified personality of the nation's civilization in order to educate the life of the nation and state in order to develop the potential of students so that they can become pious and faithful people. God who is almighty, virtuous and noble, knowledgeable, independent, healthy, skilled, innovative and creative, as well as being a democratic and responsible citizen.<sup>1</sup>

The direction and purpose of education is not only aimed at developing the potential of students to become people who are devoted and have faith in God Almighty, have good character and have noble character, are

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<sup>1</sup> Republik Indonesia, *Undang-Undang Nomor 20 Years 2003* Tentang Sistem Pendidikan Nasional, Pasal 3.

knowledgeable, independent, healthy, skilled, innovative and creative, but what is equally important is to become citizens who are responsible, democratic, and loyal to the Unitary State of the Republic of Indonesia.

Islamic Religious Education learning is motivated by several factors, including Islamic Religious Education learning is still considered less able to contribute to the formation of personality and character to students and has not fully implemented morals or ethics in daily activities in accordance with religious guidance and teachings, process activities Islamic Religious Education learning still focuses on knowledge enrichment (*cognitive*), then ignores the formation of attitudes (*affective*) and habituation (*psychomotor*), the lack of educator resources in developing approaches, strategies, models, and methods according to the needs of students, of the three implications resulted in the evaluation/assessment being more focused on the mastery of the material (*cognitive domain*) and ignoring the *affective* and *psychomotor* domains.<sup>2</sup>

Efforts to improve the quality and quality of education focus on improving the human resources of educators, Sagala explained that the implementation of learning activities will run well if educators master two basic abilities or competencies, namely the competence of mastering the material or the competence of the main substance of learning materials and the competence of learning methodology. That is, if educators understand the content of the learning material, they are required to master the method or method of learning that is in line with the needs of the subject matter that leads to pedagogic principles, which means that educators must understand the psychological condition of students.<sup>3</sup>

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<sup>2</sup>Depdiknas. *Pedoman Khusus Pengembangan Silabus dan Penilaian*, (Jakarta: Dirjen Dikdasmen: Direktorat Dikmenum. 2003), p. 3

<sup>3</sup> Arif S. Sadiman, dkk, *Media Pendidikan*, (Jakarta: PT Rajawali Pers. 2014). p. 64.

For the selection of innovative learning models, according to Santyasa, he explained that innovative learning is a *student-centered* learning process activity. It means a learning process that prioritizes opportunities and opportunities for students to construct knowledge personally or independently (*self-directed*) and assisted by their peers (*peer mediated instruction*). Innovative learning refers to constructive thinking.<sup>4</sup>

Religious education is one of the compulsory subjects at every level and type of education as contained in Law Number 2 of 1989, article 39 paragraph.<sup>5</sup> The explanatory article assumes that Religious Education is an effort in order to strengthen faith and devotion to God Almighty. In formal education in general at all levels ranging from Kindergarten level education, primary education and secondary education, Islamic Religious Education is formulated in two hours of lessons per week. The volume of time is quite short to be able to teach Religious Education to students, for the field of study of Islamic Religious Education which in general requires five aspects, namely aspects of the Qur'an, aspects of Aqeedah, aspects of morality, aspects of Fiqhi and aspects of Date/Islamic Culture.

## **THEORETICAL FRAMEWORK**

### ***A. The Concept of Problem Based Learning Model***

#### **1. Understanding *Problem Based Learning Learning Model***

The term model, method, strategy is an approach term in learning, sometimes used in the same sense, but not infrequently also interpreted in different terms. However,

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<sup>4</sup>I Wayan Santyasa, Model Pembelajaran Inovatif Dalam Implementasi Kurikulum Berbasis Kompetensi, *Makalah*. (Disajikan Dalam Penataran Guru-guru SMP, SMA dan SMK se Kabupaten Jembrana, di Jembrana. 2005). p. 5.

<sup>5</sup> Republik Indonesia. *Undang-Undang Nomor 20 Years 2003* Tentang Sistem Pendidikan Nasional.

these three terms actually have different meanings. The learning model defined by experts is not much different.<sup>6</sup> According to Joyce and Well, defines that the learning model is a way that can be used in the classroom to create learning tools or lesson plans or to design learning materials which include books, computers, curriculum, and so on in guiding students.<sup>7</sup> Soekanto stated that the learning model is a conceptual framework that creates a systematic method of organizing learning experiences to achieve the learning objectives themselves. Its function is as a guide for educators and teachers in planning learning activities.<sup>8</sup>

Discussing related to the first emergence of the *Problem Based Learning* Model when faced with life or in the reality in the field, but unable to see a problem, unable to identify with good thinking let alone to find a solution, it will be easy to fail in finding a way out of the problem.

On the other hand, that life is never separated from so many problems and with problems that can be used as things to train the ability to see and solve these problems by thinking, then *Problem Based Learning* is seen as an approach that can answer existing problems. *Problem Based Learning* is an approach or learning model that is based on problems related to the real world and has been known since 1920. Dewey describes his views on education, namely that schools are a reflection of a large society and classes will become laboratories as investigations and solutions to real-life problems.<sup>9</sup>

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<sup>6</sup> Trianto. *Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Cet. Ke-5; Jakarta: Prestasi Pustaka, 2011), p. 6.

<sup>7</sup> Bruce Joyce, dkk. *Model of Teaching (Model-Model Pengajaran)*. (Cet. Ke-2; Yogyakarta: Pustaka Pelajar, 2011), p. 31.

<sup>8</sup> Trianto. *Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. p. 5.

<sup>9</sup> Richard Ariends. *Classroom Instructional And Management*, (New York: McGraw-Hill, 1997), p. 46.

What is revealed above provides the basis for one of the most urgent and superior learning models to be applied so that the objectives of learning are achieved optimally. Howard Barrows and Kelson in Amir, revealed that *Problem Based Learning* (PBL) is a curriculum and a learning process. In the curriculum, problems are designed that require students to gain important knowledge, make them proficient in solving problems, and have their own learning strategies and have the skills to participate in teams. The learning process uses a systemic approach to solve problems or face challenges that will be needed later in career and daily life.<sup>10</sup>

From this assumption, educators seem to have lost their role, *Problem Based Learning* is not designed to help educators provide as much information as possible to students. Tan in Amir, revealed that our knowledge of educators and participating students must be changed. Educators who were previously considered the most authoritative people for certain knowledge must now be questioned. With the development of the internet, for example, knowledge can be obtained relatively easily. Educators are no longer the only people who have a source of knowledge because in the past, original textbooks were only owned by an educator.<sup>11</sup>

## RESEARCH METHODS

The type of research used is qualitative. The data collection method used by a researcher to summarize and explore data in research. Data collection in this study was

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<sup>10</sup> M. Taufiq Amir. *Inovasi Pendidikan Melalui Problem Based Learning: Bagaimana Pendidik Memberdayakan Pemelajar Di Era Pengetahuan*. (Jakarta: Ibnu Kencana, 2016), p. 21.

<sup>11</sup> M. Taufiq Amir. *Inovasi Pendidikan Melalui Problem Based Learning: Bagaimana Pendidik Memberdayakan Pemelajar Di Era Pengetahuan*. (Jakarta: Ibnu Kencana, 2016), p. 4.

carried out in a descriptive way with the guidance of a deductive view.

In order to obtain accurate and valid data in this study, a data collection method is needed which is contained in this study where the authors use observations, interviews and documentation.

## **RESULTS AND DISCUSSION**

### ***A. Overview of Research Sites***

The brief history of SMA Negeri 2 Kalukku, Mamuju Regency, which departs from the beginning of the establishment of SMA Negeri 2 Kalukku which is one of the senior high schools in Mamuju Regency, West Sulawesi Province, was established in 2008 with a school establishment decree based on the Decree of the Minister of Education and Culture of the Republic of Indonesia. Indonesia Number: 890/1028.a/VII/2008 dated July 7, 2008, and subsequently SMA Negeri 2 Kalukku which is operationally managed as a high school with status as a public school with ownership status by the local government.

SMA Negeri 2 Kalukku, Mamuju Regency, has its address at Jalan Poros Mamuju – Kalukku Number 17 Ampallas, Tibaga Village, Kalukku District, Mamuju Regency, Postal Code 91561 with an area of  $\pm 2.5$  hectares, which has state ownership or property rights of the West Sulawesi provincial government.

Educators or teachers are one of the main and most important components in the world of education who also support and at the same time determine the course of the learning process, play an important role in the implementation of the learning process in order to achieve educational goals, both as mediators and as facilitators who provide facilities for students, as well as provide motivation and encouragement to students to always be motivated to always learn on an ongoing basis. As for the condition of Islamic Religious Education educators or teachers at SMA Negeri 2 Kalukku, Mamuju

Regency as many as 2 people. The State of the Students of SMA Negeri 2 Kalukku, Mamuju Regency

Students are the main target or object to be educated and taught. Thus, every educational institution should have a teaching system that cannot be separated from one another, namely in addition to various facilities, there are educators or teachers, there are also students who are an integral part of formal education.

### ***Implementation of Problem Based Learning Learning Model in Islamic Religious Education Learning at SMA Negeri 2 Kalukku, Mamuju Regency***

Change is a necessity, nothing lasts forever except change, as well as the world of education. Change is something that must and must happen in the world of education. The change that occurred was the change of the 2013 curriculum from the previous curriculum. Implementation of quality education, the government has set the 2013 Curriculum to be applied to schools or madrasas. The implementation of this curriculum is of course carried out in stages. There are many components attached to the 2013 Curriculum. What stands out the most is the approach and learning strategy. Teachers still understand and apply the approaches and learning strategies of the previous curriculum, namely the Education Unit Level Curriculum (KTSP).

This requires a pattern of *mindset* change from the old pattern learning methodology to achieve a new pattern learning methodology in accordance with the 2013 Curriculum. The *scientific* approach or *scientific approach* contains several domains of achieving learning outcomes contained in the learning process activities. The process of learning activities touches three domains, namely attitudes, knowledge, and skills. Learning outcomes give birth to students who are productive, creative, innovative and affective through strengthening integrated attitudes, skills, and knowledge.



How about the response of the school regarding the implementation of the *Problem Based Learning* learning model in Islamic Religious Education learning in the 2013 curriculum, following are the results of the researcher's interview with the principal who stated that:

The implementation of the *Problem Based Learning* learning model in Islamic Religious Education learning I think is very good, because its implementation in the learning process is very effective where students are required to think critically. But there are often changes that can make it difficult for teachers, especially in assessment, but we agree to continue to use the old assessment pattern. The training that was conducted at LPMP Majene recently for 1 (one) week, the assessment system changed again, because in the past the assessment system such as attitude was directly assessed by teachers, now it is no longer only a discourse because there is no new regulation (ministerial regulation) that is currently being proposed. This applies not only to religious teachers but to all subjects taught.<sup>12</sup>

Furthermore, according to the response of the vice principal in the curriculum field in his explanation and statement, he stated that:

I think the 2013 curriculum is very good to be applied in schools, because children are really required to be creative, independent and active in the learning process. Moreover, with the *Problem Based Learning* model in the 2013 curriculum that is used in the learning process, what needs to be continuously honed is the competence of educators or teachers in implementing this *Problem Based Learning* model in the classroom. In fact, there are still teachers who do not quite

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<sup>12</sup> Hj. Nurnaningsih (60 Years), *Interview*, Mamuju, 15 March 2021.

understand this *Problem Based Learning* model. But we hope that with this new approach, it can facilitate the learning process in the classroom accompanied by increasing achievements.<sup>13</sup>

Furthermore, in the findings of the researcher, that overall Islamic Religious Education educators, totaling 2 people, have participated in the socialization or training of the 2013 curriculum, so they have been equipped with various kinds of materials and expertise and skills, especially in using the *Problem Based Learning* learning model approach in the learning process. in the classroom, as well as the latest learning models.

Furthermore, according to the author's observation that at SMA Negeri 2 Kalukku, Mamuju Regency, of course it has fulfilled the requirements for the implementation of the *Problem Based Learning* learning model approach because it is supported by several supporters, according to the information from the informant below:

In my opinion, the most important supporting factor is adequate infrastructure in the implementation of learning because as good and as good as any concept or theory is applied but not accompanied by facilities and infrastructure, I think the results will be less. However, if the school has been facilitated with books, internet, libraries and the most important thing is actually a projector because it is very helpful for educators and students in the implementation of learning.<sup>14</sup>

Based on the explanations and explanations from the informants above, the school has indeed made various efforts to support the implementation of the *Problem Based Learning* learning model in Islamic Religious Education learning at SMA Negeri 2 Kalukku, Mamuju Regency, in this study the

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<sup>13</sup> Junaedi, ZA (41 Years), *Interview*, Mamuju, 17 March 2021.

<sup>14</sup> Junaedi, ZA (41 Years), *Interview*, Mamuju, 17 March 2021.

basic things, which must be available in implementation *Problem Based Learning* learning model in the learning process in the classroom. From the results of the interviews described above with the supporting informants, it became the basis for researchers to develop research discussions to be included in the main study of researchers, namely the implementation of the *Problem Based Learning* learning model in Islamic Religious Education learning at SMA Negeri 2 Kalukku, Mamuju Regency.

Therefore, as well as the focus of the initial study of this research, it is related to the implementation of the planning of the *Problem Based Learning* model, the application of the *Problem Based Learning* model, and the assessment of the *Problem Based Learning* learning model in Islamic Religious Education learning for educators and students. So the author will describe and explain the findings of the research that has been carried out at SMA Negeri 2 Kalukku, Mamuju Regency, as follows:

### **1. Planning *Problem Based Learning* Models in Islamic Religious Education Learning**

The components of planning or preparation in learning Islamic Religious Education related to this research consist of several indicators, including learning syllabus, lesson plans, learning objectives, learning methods, media, tools and learning resources. These indicators become the basis for researchers to see learning planning instruments for educators or teachers in preparing plans, strategies and goals to be achieved in the learning process in the classroom. For more details, researchers decipher the data or findings related to the planning of the learning process, as follows:

#### **a. Learning Syllabus**

In the opinion of M. Fadlillah Syllabus is a lesson plan on a particular subject or theme which includes core competencies, basic competencies, learning materials,

learning activities, assessments, time allocation and learning resources.<sup>15</sup>

In the observations of researchers, educators in the field of Islamic Religious Education at SMA Negeri 2 Kalukku, Mamuju Regency, have equipped themselves with a learning syllabus because it is one of the learning administrations that must be fulfilled and made by an educator. However, the syllabus owned by the educators at the school is the syllabus obtained from the team of trainers in the 2013 curriculum training activities that they have participated in at LPMP Majene.

b. Learning Implementation Plan (RPP)

In the Regulation of the Minister of Education and Culture Number 65 of 2013 concerning the standard of the primary and secondary education process, it is explained that the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. The purpose of the Learning Implementation Plan (RPP) in the 2013 curriculum is the preparation of a learning implementation plan for each learning content. Furthermore, the results of the researcher's interview with Sabriah, S.Pd.I. educators fields of study Islamic education in class XII at SMAN 2 Kalukku Mamuju, explaining that:

When it comes to preparing the lesson plans, we usually work in groups together with teachers of other religious subjects at school. We also develop lesson plans but individually, depending on how we manage the learning classroom.<sup>16</sup>

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<sup>15</sup> Muh. Fadlillah, *Implementasi Kurikulum pada Pelaksanaan Pembelajaran SD/MI, SMP/MTs, dan SMA/MA*. (Yogyakarta: Ar-Ruzz Media, 2020), p. 135.

<sup>16</sup>Sabriah (32 Years), Guru Pendidikan Agama Islam dan Budi Pekerti pada Kelas X, XI dan XII pada SMA Negeri 2 Kalukku Kabupaten Mamuju, *Interview*, Mamuju, 22 March 2021.

The same thing was explained by Mrs. Reni Wahab, SE. that:

In the preparation of the RPP so far, we have done it in groups through the MGMP, but if the MGMP doesn't work, especially if the time is tight, we want to be supervised by the supervisor, we make it ourselves, but generally we are in groups.<sup>17</sup>

From the results of the researcher's interview with the two educators mentioned above, it is confirmed that the preparation of the Islamic Education Learning Implementation Plan (RPP) is formulated in the MGMP (Subject Teacher Conference) meeting, thus making it easier for educators to interact, discuss and exchange ideas if they meet obstacles in preparing the Learning Implementation Plan (RPP). But the authors found the Learning Implementation Plan (RPP) which was downloaded on the Internet and then edited by local educators, this happened because the educators wanted to be practical, especially if the supervisor would supervise the learning devices. In the opinion of researchers, this is difficult to eliminate because it has become a habit for educators, especially with the existence of Android phones now that make it easy to get information quickly.

## **2. Application of *Problem Based Learning Learning Model in Islamic Religious Education Learning***

By using the *Problem Based Learning* learning model , students are required to think critically to be more active in constructing their knowledge and skills, as well as encouraging students to conduct investigations to find facts from a phenomenon or event. The learning process with a *Problem Based Learning* learning model approach , students are accustomed to finding scientific truth in seeing a

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<sup>17</sup> Reni Wahab (35 Years), Guru Pendidikan Agama Islam dan Budi Pekerti pada Kelas X, XI dan XII pada SMA Negeri 2 Kalukku Kabupaten Mamuju, *Interview*, Mamuju, 31 March 2021

phenomenon, they are trained to think logically and systematically.

According to the researcher, the learning process that originally used exploration, elaboration and confirmation was completed by observing, asking questions, gathering information, processing and communicating. Learning is not only in the classroom, but also in the school and community environment. Educators are not the only source of learning, attitudes are not taught verbally but through examples or examples.

The process of implementing learning is a core activity in a learning using a certain time duration. The core activity in the *Problem Based Learning* learning model approach is aimed at constructing concepts, laws or principles by students with the assistance of educators through the steps of learning activities.

In the process of implementing the learning carried out in the classroom, according to Mrs. Sabriah, S.PdI. that :

We use the *Problem Based Learning* learning model in every activity in the learning process, but sometimes we are only scientific in the process. Depending on what material is being taught, for example in the material session on believing in Allah swt. We use the *Problem Based Learning* model , because it can help students solve problems such as what is meant by faith, where material related to reading verses of the Qur'an, usually students are given the task of looking for certain reading laws, then they must proactively look for what the law of reading is in each sentence<sup>18</sup>

According to the author's understanding, learning models are not only related to learning tools, but are more of an instrument in managing learning in the classroom. While

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<sup>18</sup> Sabriah (32 Years), *Interview*, Mamuju, 22 March 2021.

the results of research interviews with Mrs. Reni Wahab, said :

We use learning models, in order to help us to develop learning tools. The learning model is *Problem Based Learning* because it can help educators, especially in learning process activities that can make students able to think critically and be able to find out for themselves what is the core learning material in the classroom.<sup>19</sup>

In the researcher's observations of educators in the field of Islamic Religious Education on March 9, 2021 at SMA Negeri 2 Kalukku, Mamuju Regency in carrying out preliminary learning activities, namely before the learning activity takes place, when starting learning, educators greet students with enthusiastic and happy tones ( say hello), check the presence of students and ask the absence of students if there are those who are not present, then the educators remind again about the concepts that have been learned by students related to the new material to be taught. The results of the researcher's interview with Mrs. Sabriah, S.PdI as an educator in the field of Islamic Religious Education, which she did in the preliminary activities, namely:

Based on the usual habit we do is first we greet the students, related to the condition of the class whether there are absent or not. Then after that, ask for assignments if there are any, and relate the previous learning material to the material to be studied at that time.<sup>20</sup>

In principle, the fundamental thing is done by educators first began learning in a way that greets students on preliminary activities, the same thing was done by Mrs. Reni

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<sup>19</sup> Reni Wahab (35 Years), *Interview*, Mamuju, 31 March 2021.

<sup>20</sup> Sabriah (32 Years), *Interview*, Mamuju, 22 March 2021.

Wahab as the result of research citations through the interview, he explained :

Greet students, ask their condition. Then link the learning material with previous learning. Generating students' learning enthusiasm to strengthen their understanding.<sup>21</sup>

According to the researcher, the *Problem Based Learning* learning model approach has the main purpose of preliminary activities is to strengthen students' understanding of the concepts that have been mastered related to the new subject matter that will be studied by students. In this activity, educators must strive to ensure that students who do not understand a concept can understand the concept, while students who experience conceptual errors can be eliminated. In the preliminary activity, it is recommended that educators show phenomena or events that are "odd" or "weird" so that they can arouse questions for students to be able to think critically.

The application-related research findings exercising their learning process Syntax *Problem Based Learning* , is as follows :

a. Student orientation towards problems

The initial activity in the implementation of *Problem Based Learning* model learning is to stimulate or provide stimulation to students or students, where in learning activities begin by asking questions, recommending reading books and other learning activities that direct students to problem solving preparation. In the syntax model learning *Problem Based Learning* it's called orientation activities learners to the problem, according to according to Mrs. Reni Mrs. Wahab, said :

Regarding the orientation of students to problems, students are very active because they listen to the

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<sup>21</sup>Reni Wahab (35 Years), *Interview*, Mamuju, 31 March 2021.



information and problems presented. Especially in the process of observing, it is displayed on learning media in the form of videos/films that are related to the discussion, so they are easy to digest. In addition to videos, pictures are also displayed that can stimulate them to ask questions about material that they have not yet understood while still being supported by textbooks and the Koran in every meeting/face-to-face.<sup>22</sup>

Another interview result that the researcher managed to find was when he asked about the implementation of the Regulation of the Minister of Education and Culture, Number: 65 regarding standard processes related to student orientation activities towards problems, to Ahmad Padel Saputra, Deputy Chair of Class XII IPS.3, according to him:

Previously, Mrs. Reni Wahab, asked us (students) to study and read student handbooks, sometimes also encyclopedia books that match the material being taught. Several times, we were shown a video or video related to the lesson, then asked to ask questions related to problems that were unclear or poorly understood, this made us interested in thinking critically and solving problems.<sup>23</sup>

From the explanations of the students above, it further strengthens the findings of the researchers that the educators in the field of Islamic Religious Education have indeed oriented students to problems in classroom learning. Analyzing the results of interviews related to the activity of orienting students to the problems above, the information between educators and students is appropriate, but the

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<sup>22</sup> Reni Wahab (35 Years), *Interview*, Mamuju, 31 March 2021.

<sup>23</sup> Ahmad Padel Saputra (18 Years), Wakil Ketua Kelas XII. IPS.3 pada SMA Negeri 2 Kalukku Kabupaten Mamuju, *Interview*, Mamuju, 13 April 2021.

authors argue that the two educators are inconsistent in orienting students to the learning process. This is evidenced by the results of the researcher's observations at one of the meetings in the classroom, the researchers found that the educators did not provide orientation to students but only directly invited students to divide into groups and then conduct discussions and ask questions. Even though we all know that there needs to be an orientation in starting learning in the form of apperception as an introduction to enter the core of learning.

The first observation on March 9, 2021, the author conducted research by observing the learning process. Educators ask students to review books or look for problem objects in the material to be taught, educators use laptop media, in the form of power point presentations, slides explaining the history of the development of Islam in Indonesia.

b. Organizing students

After the orientation of students to the problem, the next activity is to organize students by dividing students into small groups and assigning tasks that must be carried out by students and then providing opportunities for students to identify problems as much as possible. raised, namely problems that are relevant to the learning material, then one of them is selected and formulated in the form of hypotheses or temporary answers to questions that arise from students. So in this activity, questions arise from students, not from educators who pose questions to their students to find out what the answers are. According to the results of an interview with Mrs. Sabriah, S.PdI, she said that :

If they have entered the activity of organizing students to research, students form groups and divide learning tasks that must be carried out and completed and they are very active in completing the tasks assigned to them. But I still direct it according

to the competencies to be achieved so I don't just carry out my duties. Although there are still students who may be less active in collaborating. And this is the main assessment aspect of educators, whether students are responsive in learning or not.<sup>24</sup>

From the information above, it illustrates that the condition of students in group work activities has diverse participation, here we can see that there are students who are less active in learning. It may be due to the low ability of students, while according to Mrs. Reni Wahab's statement, that :

The response of students was very enthusiastic, they immediately joined their previously formed groups and divided learning tasks according to their respective tasks and on average students actively participated in their respective groups according to their duties but there were still less active in their groups.<sup>25</sup>

Mrs. Reni Wahab's response about the activities of organizing students above, makes it clear that in each class the abilities of students vary, so students need to use special techniques to deal with situations like that in class. In a situation like this, there will be students who dominate every lesson because of the heterogeneous (diverse) abilities of students, therefore according to the author, in dividing study groups when conducting discussion activities, educators must be able to pay attention to it.

One way is to place students whose abilities are quite good in different groups, for example in group 1 (one) consisting of 5 (five) students, in that group there are students whose abilities are good, moderate and not good. So that no group dominates during the discussion. This aims to stimulate

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<sup>24</sup> Sabriah (32 Years), *Interview*, Mamuju, 22 March 2021.

<sup>25</sup> Reni Wahab (35 Years), *Interview*, Mamuju, 31 March 2021.

students who are less active to be motivated and eager to learn. In addition, educators must also allow underprivileged students to ask questions, so that these students want to study hard and have the courage to ask questions. Because being active in asking questions is one of the indicators of assessment, especially the *cognitive* of students

Meanwhile, according to Fajriana. H, he said that :  
Sometimes, there are some friends in the room who rarely ask questions because they are shy, especially when they are afraid of being laughed at if they ask the question the wrong way. So when studying Islamic Religious Education, usually only a few friends ask.<sup>26</sup>

That according to the writer's opinion, what has been expressed by the students above, describes the situation or situation in the classroom while studying the field of Islamic Religious Education, so it is the task of educators to find a solution. Of course, so that learning effectiveness can be achieved, where students contribute a lot in learning activities. Because learning directs student-centered learning for discussion activities and group work activities, group discussion practices, giving students space to express ideas in their own language. The learning activity is asking questions about information that is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions). The competencies developed are to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary to live intelligently and learn throughout time.

c. Guiding individual or group investigations

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<sup>26</sup> Fajriana. H (18 Years), *Interview*, Mamuju, 05 April 2021.

The next activity is the activity of guiding individual or group investigations, namely providing opportunities for students to collect as much information as relevant to the material to prove whether or not the learning hypothesis is true or answer questions that previously emerged from asking questions in finding ideas to solve problems.

Based on the results of the researcher's interview with Mrs. Sabriah, S.PdI, she said that :

Before collecting data related to what problems are being carried out according to their tasks, students are encouraged to get the right and correct information by asking questions and guiding them to get ideas for solving problems, this is my technique so that students can learn together, but I still assess it individually because in each group sometimes there are students who are active and passive in learning like this.<sup>27</sup>

From the statement of the sources of this research, that in the activities of guiding individual or group investigations it went well because it was supported by the activeness of students seeking information to understand problems and plan problem solving. Meanwhile, according to Mrs. Reni Wahab, he said that :

In activities to collect information and data to understand problems and plan problem solving, students are directed to look for material related to the discussion at that time in books and the Qur'an as support, also on the internet because internet access is available at school , then carry out a settlement plan. problems and check the results of problem solving Usually students use laptops, but are still directed to manuals, because on the internet it is quite practical, even students tend to be lazy

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<sup>27</sup> Sabriah (32 Years), *Interview*, Mamuju, 22 March 2021.

because everything is already available on the internet.<sup>28</sup>

From the information above, it is emphasized that the activities of guiding individual or group investigations are going well because they are supported by learning facilities, especially textbooks for students and the internet. For the author, it is important for educators to do this, while the consequence of this stage is that students learn actively to find something related to the problems at hand, thus inadvertently students will connect problems with the knowledge they already have.

Through the steps above, it is hoped that students can obtain data that is truly factual, strong and convincing through the information they obtain. The data must also be accountable for the truth because they themselves collect it. For researchers, the information and data that can be obtained are expected to provide answers to questions or problems previously sought by students. Educators are sufficient to motivate all students in trying to practice and develop the ability to master knowledge and mastery skills in this field.

#### d. Development, presentation and problem solving

After conducting individual or group investigations, the next stage is the development, presentation and problem solving. Development, presentation and problem solving, where students prepare artifacts to present problem solving results from group discussions and respond, refute, give suggestions to the results of discussions presented by other groups.

Based on the results of processing and interpretation or existing information, that students play an active role in group discussions. According to Bruner, proof aims to make

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<sup>28</sup> Reni Wahab (35 Years), *Interview*, Mamuju, 31 March 2021.

the learning process run well and creatively if educators or teachers provide opportunities for students to find a concept, theory, rule or understanding through examples found in their lives, then present and present it in discussion. group.<sup>29</sup>

Based on the interview with the investigators of this research subject, explained that :

For me in development activities, presenting and solving problems, as is the case with what happens in class, students present problem solving results from group discussions and respond, refute, give suggestions to the results of discussions presented by other groups.<sup>30</sup>

Furthermore, according to Mrs. Reni Wahab argument, he explained that :

In development activities, presenting and solving problems, students present problem solving results from group discussions that have been determined by heterogeneous educators, students actively review the material they are studying. They exchange ideas, on their findings on issues that are being raised individually and respond, refute, give suggestions to the results of discussions presented by other groups.<sup>31</sup>

Based on the results of the researchers' interviews with the two informants above, the researchers concluded that the understanding of the informants was still not related to the process of developing, presenting and solving problems. The author's analysis is based on the results of observations made in the classroom, where educators in the

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<sup>29</sup> Hosnan. M, *Pendekatan Saentifik dan Kontekstual dalam Pembelajaran Abad 21, Kunci Sukses Implementasi Kurikulum 2013*, (Cet. III; Bogor: Galia Indonesia, 2020), p. 290.

<sup>30</sup> Sabriah (32 Years), *Interviu*, Mamuju, 22 March 2021.

<sup>31</sup> Reni Wahab (35 Years), *Interviu*, Mamuju, 31 March 2021.

field of Islamic Religious Education are passive in guiding students in carrying out development, presentation and problem solving activities. In the activities of developing, presenting and solving these problems, students also need to be given direction by educators if students encounter obstacles in these activities. Educators need to control the classroom situation. There may be a passive group while the other group is active in developing, presenting and solving problems. The results of the development, presentation and problem solving are then recorded by the students, where all group members will work actively in this activity, some are in charge of recording, searching for data, processing data and then packaging it in the form of a fortopolio as a form of assessment in activities. the end of the lesson.

Furthermore, the competencies to be developed are thorough, honest, rule-abiding, disciplined, hard-working, ability to apply procedures and inductive and deductive thinking skills in concluding. In this activity, students will reason, namely connecting what is being studied with what is in everyday life. Students practice applying what they learn in their daily life.

## CONCLUSION

After the author examines the theory and analyzing the results of studies on the implementation of the learning model *Problem Based Learning* in teaching Islamic education at SMAN 2 Kalukku Mamuju, it can be concluded as follows:

1. The stages of planning the *Problem Based Learning* learning model in Islamic Religious Education Learning consist of a learning syllabus, learning implementation plans (RPP), learning objectives, learning methods and media, learning tools and resources are an integral part that cannot be separated from all stages of learning planning. This component has become a reference for educators to support the implementation of the learning process in the classroom using the *Problem Based Learning* learning model



because it provides an overview of the situation related to the preparation of educators in providing material to their students. According to the researcher's assessment that the preparation of learning planning components is very good to be used as a reference in the development of learning tools

2. The syntax of the application of *Problem Based Learning learning*, which includes student orientation to problems, organizing students, guiding individual or group investigations, developing, presenting and solving problems, as well as analyzing and evaluating problem solving processes. In this activity, it is based on the assessment that educators have carried out learning process activities using the *Problem Based Learning* learning model in the field of Islamic Education, but it cannot be implemented optimally because there are still educators who do not implement some of the syntax or stages in the activity. the process of learning activities in the classroom

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