
Implementation of PAI Learning through Problem Based Learning Methods to Improve Learning Achievement at SMP Karya Pembangunan Ciparay Bandung

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Abstract

This research is based on the fact that teachers as managers for their students, in learning activities carried out in junior high schools generally still use conventional learning methods. This has an impact on student learning achievement. The purpose of education is stated in the National Education System Law no. 20 of 2003 can be achieved, the facts in the field of active, innovative, creative, effective and fun learning have not yet been implemented. The indicator is that there are students who are not active in discussions, lazy in solving problems. Seeing this phenomenon, it is necessary to take steps to overcome it with PAI learning management with Problem Based Learning (PBL) as an effort to improve learning achievement. The PBL method requires students to be active, creative, and cooperative in their learning, so they can apply it in real life. The purpose of this research is to describe the planning, implementation, assessment, supporting factors, obstacles and solutions. The methodology used is descriptive qualitative by collecting data through observation, interviews and documentation. The research process is determined by the subject, approach, type, location and research technique as well as testing the validity of the data and data analysis. The results of the research from the problems obtained are balanced with the achievements of class IX-A and IX-G, the learning achievement is still low, seen from the achievement of the score is not optimal. From the results of the assessment, the average value was not found below. Conclusion: Problem Based Learning method is able to improve learning achievement with indicators of cognitive, affective, and psychomotor values exceeding the KKM.

Keywords: PAI Learning Management, Problem Based Learning Method, Learning Achievement

INTRODUCTION

Education is a big capital for national development because it is the basis and capital for the intellectual life of the nation through qualified, tough and solid human resources so that it can realize *baldatun thayyibatun wa rabbun ghafur*. Therefore, the purpose of education must be to build and strengthen human resources who are physically and mentally strong. This is in accordance with the concept of national education contained in the national education system law no. 20 of 2003 article 1 paragraph 1 follows: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".

One way to improve the quality of education is with rules and procedures that are closely related to the management of educational institutions that lead to government regulations so that in their implementation they can be neatly organized, good and in accordance with applicable laws in Indonesia. An educational institution, both public and private schools, large or small schools, cannot be separated from school management that has good learning.

Management can be defined as all activities organized by one or more persons in a group or organization/institution, to achieve the stated goals of the organization/institution. Management is a special ability or skill to carry out activities, either with other people or through other people in achieving organizational goals. Terry (Hasibuan, 2016: 2) stated:

“Management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish stated object Vies by the use of human being and other resources”. This means "management is a distinctive process consisting of planning, organizing, directing and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other resources".

Management or management is an integral component and cannot be separated from the overall educational process. The reason is, without management it is impossible for educational goals to be realized optimally. In this case, there is growing awareness of the importance of management in regulating education and teaching to assist the implementation of teaching in accordance with educational goals.

In connection with this, education is a learning process that must be passed by a person in order to change behavior. One of them is through Islamic Religious Education. According to Ansari, (Starawaji: 2009) Islamic Religious Education are: The process of guidance (leadership, guidance, proposals) by the object of study on the development of the soul (thoughts, feelings, will, intuition, and so on), and the body of the object of learning with certain materials, at a certain period of time, with certain methods, and with the existing equipment towards the creation of a certain personality accompanied by an evaluation in accordance with the teachings of Islam'.

This is in line with the opinion expressed by al-Ghazali, (Starawaji: 2009), the objectives of Islamic education are as follows: The purpose of Islamic Religious Education is to foster complete human beings who are devoted to Allah, happy in this world and in the hereafter. It cannot be forgotten that people who attend education will gain the delicacy of the knowledge they have learned and this delicacy can also lead to the formation of human beings. Furthermore, in the standard of competence and basic competence for SMP, MTs, and SMPLB according to Permendikbud Number 37 of 2008 Appendix 2 states the objectives of Islamic Religious Education in SMP/MTs. are as follows: 1. Growing faith through giving, fertilizing, and developing knowledge, appreciation, practice, and student experience about Islam so that they become Muslim human beings who continue to develop their faith and piety to Allah SWT; 2. Realizing Indonesian people who are religiously obedient and have noble character, namely humans who are knowledgeable, diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant (tasamuh), maintain personal and social harmony and develop religious culture in the school community.

Innovative and fun learning is to use the CTL approach, one of which is Problem Based Learning. This model is one of the fun learning models. According to Aqib, (2019: 14), the Problem Based Learning Model, namely: "a learning approach that uses real-world problems as a context for students to learn through critical thinking and problem-solving skills in order to acquire knowledge and concepts that are essential to the subject matter".

Therefore, this learning model is expected to make students active, creative, cooperative and competitive by applying a problem-based learning model or Problem Based Learning. This is in line with what was stated by Agustin and Oktapyanto, (2019: 18), "The learning process in the classroom is also required to "change" according to curriculum changes, so that schools are expected to be able to prepare students who are active, creative, innovative, cooperative and competitive. ”

Before using the Problem Based Learning model, at SMP Karya Pembangunan Ciparay using the lecture and question and answer method in PAI learning like most other schools. This use does have weaknesses and advantages, but after using this method students are enthusiastic to follow the lesson. Student learning achievement is increasing, it can be seen from the reflection of students in terms of their morals to be good, not arrogant, sincerely accept what happens to them, have good manners, be humble, honest, hardworking and others.

After the researchers conducted preliminary research with direct observation and interviews with PAI subject teachers, it turned out that one of the learning models used in the PAI teaching and learning process at Karya Pembangunan SMP Ciparay was the Problem Based Learning method. The PAI teacher at Karya Pembangunan Middle School in Ciparay acknowledged that problem-based learning (PBL) could improve learning achievement in PAI and Budi Pekerti lessons.

RESEARCH METHODS

This research uses a qualitative research method. This research is included in field research, which is processed by interpreting, understanding, explaining and describing a social phenomenon, habits, changes, and developments from observations. Field research, conducted to explore and obtain accurate and objective data about the Implementation of PAI Learning with the application of Problem Based Learning Methods to improve learning achievement at SMP Karya Pembangunan Ciparay Bandung. This type of research is to describe something that is arranged in a systematic, factual and accurate manner regarding the existing facts, the characteristics of a particular population and area.

The data collection instruments in this study were: observation, interviews and study documentation.

Data and information that have been obtained from observations, interviews, field notes and document studies, are analyzed and presented so that they have meaning and conclusions can be drawn. Qualitative data analysis is carried out interactively and takes place continuously until complete, so that the data is saturated (data reduction, data display, and conclusion drawing verification).

RESULTS AND DISCUSSION

Discussion of the implementation of the Problem Based Learning method at SMP Karya Pembangunan Ciparay, namely:

1) Seating arrangement

Student seating is varied by the teacher because to create a lively and not boring learning atmosphere. This can happen because the seat that does not change will create conditions for students who are at the front sleeping in class. The real reason is that students are active, not sleepy, and students in front will feel like they are being watched by the teacher so they will be reluctant. It is different if the student is sitting in the back. Students who are behind tend to be easily sleepy, unenthusiastic, inactive and others. This attitude is based on the fact that the teacher's intonation sounds less clear from a distance, so the teacher's voice is low and monotonous.

Varied seating will make it easier for teachers to meet face-to-face with participants, monitor class atmosphere, make it easier to evaluate the learning process, monitor student activity, and place student discussions if there is group work. For example, student seating arrangements are made at certain times according to the theme of learning the Qada and Qadar material at the Karya Pembangunan Middle School in Ciparay. The material discussed is a discussion about Qada and Qadar which of course requires a comfortable seating position so that group members can easily express opinions during discussions.

The most important seating arrangement is to allow face-to-face contact. Teachers can control student behavior steps and can also know which students are paying attention and which are not paying attention. In addition, attitudes, a sense of responsibility in group work activities will be seen.

Various seating arrangements can create a new learning atmosphere. The learning atmosphere will be effective if it is supported by clean classrooms, good classroom management, for example, where brooms and trash cans are placed in appropriate places, not carelessly.

The spatial arrangement is flexible so that changes from one destination to another can be carried out in such a way that it is in accordance with the nature of the activities demanded by the objectives to be achieved at that time. The arrangement of space and facilities in the classroom must be able to help students increase student motivation to learn so that they feel happy to learn. A comfortable atmosphere will make it easier for students to achieve PAIKEM learning. Spatial planning, for example, open classroom windows, classroom walls decorated with motivational words, pictures of the president, rules and calligraphy verses.

These indicators will be easily identified by experienced teachers. The meaning of an experience teacher is a teacher whose flight hours have been long. Long hours of teaching experience will shape the character of teachers who complete student learning in class.

2) Explaining the teaching material

PAI and BP teachers and Budi Pekerti are required to explain teaching materials with points that will be discussed in KBM activities. The teaching materials in question are subject matter according to the level. The process of preparing teaching materials from the source. The material for Qada and Qadar is based more on the Islamic Religious Education and Moral Education package book.

Teaching materials that contain subject matter must be in accordance with the Qada and Qadar material according to the 2013 Curriculum as stated in the Regulation of the Minister of Religion No. 912 of 2013 concerning the 2013 Curriculum for Religious Education and Arabic.

These teaching materials must be in accordance with the 2013 Curriculum, Syllabus, Annual Programs, Semester Programs and lesson plans. Teaching materials that are in accordance with the Syllabus, Semester Annual Program and RPP will make it easier for teachers to teach. In addition, as transparency and accountability of teachers in PAI learning planning.

3) Using learning media

Learning media must, according to the method that takes place. The learning media used with the Problem Based Learning method are in the form of textbooks, sources from the media, the internet and others that are relevant.

Package books are official books published by publishers with the following characteristics:

- a) Have a book cover
- b) Have an ISBN number

- c) Have the name of the publisher
- d) Have the author's name in accordance with
- e) scientific There is a page

The content is in accordance with the title, especially the Qada and Qadar class IX material. In addition, PAI teachers have prepared PPT, material materials, journals, materials through internet media as well as the necessary tools and materials such as pencils and notebooks.

4) Using Learning Methods

The learning method used is Problem Base Learning. The teacher explains the material for class IX SMP briefly about the description of understanding, shows the arguments, kinds of destiny and examples along with explanations, explains the benefits and shows examples of believing behavior to Qada and Qadar in everyday life. After that the teacher gives the problem to be discussed using the five steps of Problem Based Learning before going to the learning material. A Muslim must believe in Qada and Qadar. This method makes teachers and students active in learning. The teacher as a moderator, students try to solve problems that must be solved according to the theme given by the teacher. The teacher gives a link to the student as the problem and the problem must be solved, both individually and in their respective groups.

The explanation is continued by forming small groups of four to five people. They are asked to solve the problem, then explain it in the WA group or in Zoom / Google Meet, answer questions by the teacher and then explain to their friends. Furthermore, participants apply in real life. These activities will make students more active, creative and think critically in solving the problem because it is related to their daily lives which must be sought for solving the problem. PAI teachers use learning steps through the Problem Based Learning method, which is in accordance with the five steps of problem based learning.

5) Carry out the learning process / carry out the RPP process

The learning process activities are in accordance with the lesson plans, namely: Initial activities, core activities and closing activities.

a) Initial Activities

Preliminary activities that begin with:

- (1) PAI and BP teachers greet, invite prayer, greet students and check attendance.
- (2) PAI and BP teachers as teachers always motivate all students to become strong children in dealing with various problems that befall them, including dealing with the impact of the spread of Covid-19 on limitations in communicating, interacting, and being creative.
- (3) PAI and BP teachers always inform about the topic of learning problems, namely giving problems that must be solved through the class WA group
- (4) do ice breaking that can encourage students (can be in the form of games or given cases that must be found a solution or in the form of videos). The rules of the game: PAI and BP teachers show the rules of the game.
- (5) PAI and BP teachers show a power point or link a story of human behavior or an event in life that the problem must be solved so that it reflects faith in Qada and Qadar which students must listen to

(6) at the end of the ice breaking the PAI and BP teachers strengthen students to always have faith in Qada and Qadar reflect noble behavior, will accept God's destiny even though it feels bitter, not arrogant and others.

b) Core Activities

- 1) After finishing the ice act, PAI and BP teachers and students orientate problems related to the Qada and Qadar topics in the Class WA group
- 2) then, PAI and BP teachers and students raise problems about Qada and Qadar around students and upload them to the class WA group). An example of the problem taken is attached in the appendix.
- 3) students collect data based on various sources indicated by PAI and BP teachers such as BSE or websites.
- 4) Students formulate answers then upload them to the class WA group.

c) Closing Activities

1. PAI and BP teachers and students Assess the problem solving process.
2. The assessment technique used is the knowledge test aspect through the google form.
3. PAI and BP teachers reflect at the end of the lesson, by asking students to provide comments on the learning that has been carried out, and then together they close the lesson and pray.

The interaction between PAI and BP teachers and students during teaching and learning activities is very lively, because students are required to think critically about problems that require problem solving. PAI teachers as motivators in learning, monitoring and directing their students to solve problems that need to be solved.

CONCLUSION

Based on research data and research discussions on PAI learning management through the Problem Based Learning method in improving learning achievement at SMP Karya Pembangunan Ciparay

It can be concluded that the implementation of PAI learning through the Problem Based Learning method is able to improve student learning achievement, namely by having cognitive, affective and psychomotor values exceeding the KKM. because the learning process emphasizes the application of techniques and learning steps both individually and in groups making it easier for students to understand the concept and its application.

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