

## PROBLEM BASED LEARNING IMPLEMENTATION IN PAI LEARNING

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**Abstract:** *The aim of this PAI must of course be accompanied by changes in several models, strategies, methods, and approaches in presenting conventional Islamic Studies material. The Problem Based Learning learning model is one of the many learning models that can be implemented in Islamic Education learning that can help the learning process of students in understanding Islamic Education materials taught in schools. Contextually Problem Based Learning equips students in solving long-term life problems*

**Keyword:** *Implementation, Problem Based Learning, PAI*

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### Introduction

Philosophically, education is intended for humans as an effort to help humans, to be able to develop their potential. Because humans who receive education are expected to be better and more careful in carrying out all forms of life activities. Through the path of education, humans will process to make sense of the life they are living. The process that education offers includes the transformation of various values based on knowledge, technology and skills. This process in education is developed in learning activities. Learning is carried out to be able to develop all the potential contained in humans who follow the educational process. In this, the learning process will certainly have various goals that are tailored to the times. the learning process carried out in the existing education level is essentially a process of forming noble morals to become a noble human being.

So, in the learning process, a curriculum is needed to be able to achieve the goals of each learning process. According to Riyanto (2011) the curriculum in education should be able to develop independence, cooperation, solidarity, leadership, empathy, and national dignity. This is also very much in line with the National Education System Law No. 20 of 2003 which states that national education functions to develop the potential of students and improve the quality of life and national dignity. The editorial staff provides an indication that education does not only provide provision of knowledge and skills alone, but the moral formation of students with a learning atmosphere and learning process that actively involves students by paying attention to all development, growth and needs which include spirituality of religion, personality, and intelligence as provision for himself, society, nation and state (Kemendikbud, 2011). It is also in accordance with the word of Allah SWT in Qs. Al-Mujadalah verse 11; "... Believe Allah will exalt those who believe among you and those who are given knowledge to several degrees. And Allah knows best what you are doing".

One of the subjects oriented to the emphasis of morals and all the formation of developments, be it religious, spiritual, and intelligence of students, is the subject of Islamic religious education. Islamic religious education is a subject that teaches Islamic values that are sourced from the Al-Qur'an and Hadiths to students, for provisions in

carrying out the processes of daily life. According to Darajat (1996), Islamic religious education is not only theoretical learning but also practical learning. In that sense, Islamic religious education teaches theory and practices it from the values of Islamic teachings whose orientation is righteous deeds. Islamic religious education as a subject in formal education has a role to maintain, instill and develop the continuity of the function of Islamic values that come from the Qur'an and Hadith. This is also inseparable from the progress of moderation in people's lives due to the increasing influence of culture (Arifin, 2012).

So, for this reason, the learning process of Islamic Education in schools or educational institutions today must be oriented to harmonize the current development of modernization with Islamic values so that the achievements designed and formulated can be aligned, so as to provide aspects of value that have implications for the lives and activities of students. So that there are implications of Islamic Education learning for the life order of students, then, educators as designers and implementation of learning must increase their professionalism. One of the efforts that can be done is by providing opportunities for students to carry out a student-centered learning process that is active, innovative, creative and fun.

The aim of this PAI must of course be accompanied by changes in several models, strategies, methods, and approaches in presenting conventional Islamic Studies material. The Problem Based Learning learning model is one of the many learning models that can be implemented in Islamic Education learning that can help the learning process of students in understanding Islamic Education materials taught in schools. Contextually Problem Based Learning equips students in solving long-term life problems (Nurhadi, 2002).

Therefore, this article will discuss the nature of Problem Based Learning which describes the meaning, role and function, strengths and weaknesses and the implementation of Islamic Education learning.

## Literature Review

Problem Based Learning is a learning model based on the principle of using problems as an integrated starting point for new knowledge. According to Arends (Trianto, 2009) Problem Based Learning is a problem-based learning model which is a learning approach that involves students in authentic learning with a view to compiling their own knowledge, developing inquiry and high-order thinking skills, developing independence and self-confidence. Nurhadi argues (2003) that the PBL model is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from subject matter.

The PBL model was developed for the first time in 1970 at one of Canada's McMaster medical schools. Along with the times, this model was developed at various levels of education. So that the PBL model also experiences rapid development, with a variety of understanding (Hakim, 2015).

Problem Based Learning is also a learning process that refers to other learning models such as project, experiential, authentic, and meaningful learning models. In the process, PBL can be identified according to the characteristics inherent in the model (Trianto, 2007), namely: a) Asking questions or problems; Educators should come up with real questions based on the environment of students so that students can investigate these problems. The form of problems that can be raised by educators as a problem is

related to the phenomenon that develops in the midst of the social environment of society that can be reached by the reasoning power of students. And it can also be in the form of demonstrating an event that is a condition of the problem and can be reviewed by students. b) Focuses on interdisciplinary linkages; Although in principle the PBL model can only be used in certain subjects, it is still necessary to consider the selection of problems that are really real so that the problem solving can be reached by students. Moreover, it can be integrated with other scientific disciplines. So that the perspective that is built in finding solutions to the problems raised is more solution and considers various aspects. c) Autentik Investigation; Learning based on problems is suggested to require students to carry out investigations authentically related to the problem presented. The investigation is carried out depending on the problem to be studied. d) Producing products and works; Learning by using the PBL model is expected to produce a particular product or work from the problem being revealed. The product or work is a form of presenting the problem solving that has been done. These products or works can be in the form of reports, physical models, videos and so on.

In the process, PBL will show a very clear division of roles between educators and students, where education plays more of its role as partners of learners. So that it is clear that the role of educators as motivators, organizers and facilitators for students. On the other hand, students play an active role in learning as problem solvers related to the material being studied (Sanjaya, 2011).

## **Result and Discussion**

### **Implementation of Problem Based Learning in Islamic Education Learning**

Problem Based Learning in Islamic Education learning can be implemented by following the procedures in implementing this model. Then understand the characteristics of the PBL model and adapt it to the characteristics of the existing PAI material. After understanding the above points, the next stage, in implementing the PBL Model, is to design a lesson plan by developing a Learning Implementation Plan (RPP), developing teaching materials and learning media as reinforcement to increase students' learning motivation and motivation.

Problem Based Learning can be carried out, among others, on PAI material as presented by Lukman Hakim in his scientific paper entitled Implementation of Problem Based Learning Strategies on Qada and Qadar Materials to Increase Learning Motivation for Grade VI Students in Learning Islamic Religious Education at SDN Gendingan 5 Ngawi. The findings of this study are, there is an increase in learning motivation by using the Problem Based Learning Strategy in understanding Qada and Qadar material. There is an increase in learning outcomes after using this model or strategy. Eko Surahman in his scientific paper entitled Application of Problem Based Learning Methods to Improve Learning Outcomes of PAI on Loving Behavior towards the Environment in Class III SD Negeri 3 Prohibition of Pengadegan District, Purbalingga District, 2018/2019 Academic Year. The conclusion of this study is that the use of the Problem Based Learning model can increase students' learning activities, the use of the Problem Based Learning model can increase the percentage of students who complete learning, the Problem Based Learning model makes it easier for students to understand PAI lessons, the material is loving towards the environment, and the Problem model. Based Learning provides character education to students.

### **Advantages of Problem Based Learning**

There are several advantages of the PBL model, namely:

- 1) Can challenge students' ability to find new knowledge.
- 2) Can increase the learning activities of students
- 3) Can help students to understand problems in real life
- 4) Can help students to develop new knowledge and be responsible for the learning carried out.
- 5) Can show students that every subject is basically a way of thinking, not just learning from the teacher.
- 6) More fun and liked by students
- 7) Can develop the ability of students to think critically.
- 8) Can provide opportunities for students to apply the knowledge they have in the real world.
- 9) Can develop students' interest in learning continuously

Smith, as quoted by Amir (2010), there are several benefits of the learning model for students, including (1) increasing skills in problem solving; (2) easier to remember; (3) increase in understanding, knowledge relevant to the world of practice; (4) encouraging them to be thoughtful; (5) building leadership and cooperation; (6) learning skills and motivating students.

### **Weaknesses of Problem Based Learning**

The weaknesses of the PBL model are:

- 1) For students who do not have interest or have self-confidence and think that the problem being studied is difficult to solve, they will feel reluctant to try.
- 2) It takes a lot of time
- 3) Without an understanding in solving the problems that are being studied, they will not learn what they want to learn (Sanjaya, 2011).

### **Problem Based Learning Model Procedure**

There are steps in implementing the PBL model, namely:

1. Students are given problem content to be solved in accordance with the material contained in Islamic Education subjects
2. Students carry out discussions related to problems that have been determined by educators, by calculating the problems to be solved, identifying problems, exchanging ideas based on the knowledge that students have, determining things needed to solve problems, determining things that must be done to solve the problem.
3. Students conduct independent studies related to problems that must be resolved. They can do this by searching for sources in libraries, databases, the internet, personal sources or making observations.
4. Presenting the solutions found by students
5. Conduct an evaluation of the entire series of learning that has been implemented assisted by educators.

In addition, the management of the PBL Model has 5 main steps, namely;

1. Orient students to the problem
2. Organizing students to learn
3. Guide investigating independently or in groups

4. Develop and present work results; and
5. Analyze and evaluate the results of problem solving.

## Conclusion

The Problem Based Learning Model is essentially a learning process that focuses on problems based on the content of Islamic Education material and the realities of life and the community environment where students always carry out activities and interact. Problem Based Learning is very important at the level of implementation in increasing understanding, motivation and learning outcomes of students. However, what must be considered in using this model in the PAI learning process is that educators are expected to understand the characteristics of the Problem Based Learning model and the procedures for using the model. Then adjusted to the characteristics of each existing PAI material. Because not all PAI materials can apply this model. In implementing this model, educators as learning facilitators are required to be able to really consider the problems raised in the learning process so that the problem solving process that will be carried out by students does not cause difficulties.

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