Implementation of Problem Based Learning (PBL) Method in Improving Student Learning Outcomes

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Abstract:
The low academic achievement compared to other subjects at SMKN 2 Pamekasan indicates the continued difficulty in achieving the goals of Islamic Education learning. Therefore, an appropriate approach is needed so that students can understand the material. The purpose of this Classroom Action Research (CAR) study is to: 1) Describe how Problem-Based Learning Method implemented at SMKN 2 Pamekasan to enhance students' learning outcomes about the Quran and Hadith. 2) Determine how Problem-Based Learning Method, when applied to Quran and Hadith learning at SMKN 2 Pamekasan, can improve students' learning outcomes. The research findings indicate that the use of Problem-Based Learning Method (PBM) can enhance students' learning outcomes, especially when they engage in classroom presentations and participate in group discussions. Students show more enthusiasm to actively participate in classroom discussions and become part of the learning process. The learning outcomes of 10 students increased by 25% from 70% (24 students) in cycle I to 95% (32 students) in cycle II.

Keywords: Problem Based Learning; Learning Outcomes

Abstrak:
Rendahnya prestasi akademik dibandingkan mata pelajaran lain di SMKN 2 Pamekasan menunjukkan masih sulitnya mencapai tujuan pembelajaran Pendidikan Agama Islam. Oleh karena itu, diperlukan pendekatan yang tepat agar siswa dapat memahami materi. Tujuan dari penelitian Penelitian Tindakan Kelas (PTK) ini adalah untuk: 1) Mendeskripsikan bagaimana Metode Pembelajaran Berbasis Masalah yang diterapkan di SMKN 2 Pamekasan untuk meningkatkan hasil belajar siswa tentang Al-Qur'an dan Hadist. 2) Menentukan bagaimana Metode Pembelajaran Berbasis Masalah apabila diterapkan pada pembelajaran Al-Qur'an dan Hadist di SMKN 2 Pamekasan dapat meningkatkan hasil belajar siswa. Temuan penelitian menunjukkan bahwa penggunaan Metode Pembelajaran Berbasis Masalah (PBM) dapat meningkatkan hasil belajar siswa, terutama ketika mereka melakukan presentasi di kelas dan berpartisipasi dalam diskusi kelompok. Siswa menunjukkan lebih banyak kegembiraan untuk berpartisipasi aktif dalam diskusi kelas dan menjadi bagian dari proses pembelajaran. Hasil belajar 10 siswa meningkat sebesar 25% dari 70% (24 siswa) pada siklus I menjadi 95% (32 siswa) pada siklus II.

Kata Kunci: Pembelajaran Berbasis Masalah; Hasil Belajar

INTRODUCTION

In essence, the learning process consists of a series of interconnected interactions that occur between teachers and students during the learning process. The role of an educator in the learning process is extremely important (Mukarromah & Andriana, 2022). The teacher becomes the center of learning in addition to being a presenter of material. Teachers are responsible for deciding how the learning process is conducted, as they are both the organizers and the main actors in this process (Saumantri, 2022). To capture students' attention and motivate them to understand the content, teachers must be able to make learning more engaging and effective (Asakir & Mahmudah, 2022).

The role of the teacher in carrying out the learning process is one of the aspects that influence the success of learning, as teachers directly shape, guide, and enhance students' intelligence and skills (Rohman & Susilo, 2019). Teachers play a crucial role in overcoming these obstacles and achieving educational goals in the best possible way (Yestiani & Zahwa, 2020). They are expected to have effective teaching strategies and choose appropriate teaching methods for the subjects they teach (Abdullah et al., 2023).

National education aims to improve the living standards of all Indonesian people and to cultivate individuals who are devout and pious towards God Almighty, knowledgeable and skilled, physically and mentally healthy, and possess strong, independent, and responsible personalities for the welfare of society and the nation (Mustafa, 2022). Since these goals are general and broad, they must be translated into institutional objectives that align with the type and level of the school. These objectives should then be further developed into curricular goals, detailing the curriculum's aims according to fields of study or subjects (*UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, 2003). Subsequently, learning objectives are described in general learning objectives and more precisely in specific learning objectives.

There are still several challenges in achieving learning objectives, particularly in the subject of Islamic Religious Education at SMKN 2 Pamekasan. The low ranking of Islamic Religious Education compared to other disciplines reflects these issues. Therefore, appropriate thoughts and actions are needed to enable students to easily understand the concepts included in the Islamic Religious Education subject. All parties should be satisfied, and the precise learning objectives set by Islamic Religious Education teachers can be effectively achieved. According to the Independent Curriculum, the use of learning strategies is considered important to help students understand the principles of Islamic Religious Education, especially those related to the components of the Qur'an and Hadith. The variety of available learning approaches requires careful selection based on the

subject matter or content to be taught by the instructor. The purpose of applying the Problem-Based Learning (PBL) approach is to increase student engagement in the classroom. As a result, students will be more involved in the material being taught at physical, emotional, and intellectual levels. This study, titled "Implementation of Problem-Based Learning (PBL) Method in Improving Student Learning Outcomes," aims to explore this approach.

METHOD

Based on the actual problems in the teaching of Islamic Religious Education, especially related to the content of the Qur'an and Hadith, in Class X TSM-1 at SMKN 2 Pamekasan, this study is a practical classroom action research (CAR). Classroom action research (CAR) is a process of using self-reflection to assess learning challenges in the classroom. Its aim is to solve these problems by implementing planned actions in the real world and evaluating the results (Sitorus, 2021).

(Arikunto et al., 2021) state that CAR (Classroom Action Research) is a type of reflective practice conducted by those carrying out actions to gain a deeper understanding of practical teaching conditions and a more rational awareness of their actions and their execution. On the other hand, Anjani Belawati argues that CAR is a form of reflective research involving the adoption of unique steps to develop and enhance teaching skills in the classroom professionally.

Throughout the 2023–2024 academic year, the research was conducted as part of the learning process. The subjects of this classroom action research are the classes. The researcher's work at the school facilitates data collection and does not interfere with the teaching and learning process, which is the main reason for choosing this location. The study was conducted from October to November 2023. Teachers and students acted as sources of research data. During the learning process, students were involved in data collection, and the teacher's goal was to evaluate how well the students applied the Problem-Based Learning (PBL) approach.

This study employs various data collection strategies, including tests, observations, and documentation (Ardiansyah et al., 2023): First, Tests: The testing method is used as a tool to measure students' abilities. Students participate in written assessments to gauge their progress in understanding the material contained in the Qur'an and Hadith. The purpose of the written exam evaluation is to demonstrate the achievement of learning indicators in early reading, particularly the students' accuracy in reading and interpreting

the Qur'an. The following table provides information on the components of the written exam assessment, indicators, and scores for each indikator:

Number	Cycle	Type of Questions	Number of Questions	Maximum Score	Final Score
1	I	Multiple Choice	10	20	100
2	II	Multiple Choice	15	30	100
3	III	Multiple Choice	20	40	100

Table 1 Aspects of Written Test Assessment

Information: Score Calculation: Score = (Score Acquisition : Maximum Score) x 100

Number	Cycle	Type of Questions	Number of Questions	Maximum Score	Final Score
1	I	Practice	1 Letter	100	100
2	II	Practice	1 Letter	100	100
3	III	Practice	1 Letter	100	100

Table 2 Aspects of Practical Test Assessment

Information: Score Calculation: Score = (Score Acquisition : Maximum Score) x 100

Second, the purpose of observation in Classroom Action Research (CAR) is to collect the necessary information to address specific issues. Observations in CAR focus on tracking procedures and the expected results of improvements. The required improvement steps are then reconstructed using the interpreted observational data. Structured observation is the method used, where the observer marks ($\sqrt{}$) the designated areas using a pre-established structured observation tool. The goal of this observation is to gather information about the use of the Problem-Based Learning (PBL) approach and student engagement in the teaching and learning process. Third, Documentation: The data collection process involves recording information from administrative records, papers, and other sources related to the investigated issues. Documentation in this study is used not only to gather archives and data but also to capture student learning activities during the research conducted at SMKN 2 Pamekasan.

Indicators of knowledge and performance, which are the final outcomes required for students to succeed in learning, are the analytical techniques used in this research. In this study, a student is considered to have achieved an adequate level of understanding if their success indicators are equal to or higher than the Minimum Completeness Criteria (KKM), which is at least 60. Learning success is defined as classical completeness, with a minimum level of 70%.

To determine the percentage of students who successfully achieved the learning objectives during practical tests or actions, the following formula is used:

$$PS = \frac{R \times 100\%}{TN}$$

- PS: Percentage of Success

- R: Number of students who scored ≥ 71

- TN: Total number of students

This formula calculates the percentage of students who have achieved a score of 71 or higher, indicating their understanding of the Islamic Religious Education subject, particularly in aspects related to the Qur'an and Hadith.

To determine the percentage of achievement for the teacher's actions in implementing the Problem-Based Learning (PBL) method, the following formula is used:

$$PS = \frac{R \times 100\%}{TN}$$

- PS: Percentage of Success
- R: Number of students who scored ≥ 71
- TN: Total number of students

This formula calculates the percentage of students who scored 70 or below, which helps in evaluating the effectiveness of the teacher's implementation of the PBL method based on the students' performance.

RESULT AND DISCUSSION

This research was conducted over two cycles, each consisting of four stages: 1) Planning Actions: Developing a detailed plan for implementing the Problem-Based Learning (PBL) method, including setting objectives, preparing materials, and designing assessment tools. 2) Implementation of Actions. Carrying out the planned actions in the classroom, applying the PBL method according to the developed plan. 3) Observation. Monitoring and recording observations of the teaching process and student engagement during the implementation of the PBL method. 4) Analysis and Reflection. Analyzing the collected data, reflecting on the effectiveness of the actions taken, and making necessary adjustments for improvement. Each cycle provided insights into the effectiveness of the PBL method and its impact on student learning outcomes, allowing for iterative improvements in teaching practices.

Cycle One
Planning

The planning for the first cycle was conducted on Wednesday, October 25, 2023, in Class X TSM-1 at SMKN 2 Pamekasan. Following this, a discussion with fellow teachers took place regarding the action plan to be implemented during the research. During this discussion, several issues in the learning process were revealed, including students' low understanding of the learning activities and their boredom during material explanations,

which led them to interact more with their classmates. To improve the quality of learning, it was decided to implement the Problem-Based Learning (PBL) method.

The study involved the Islamic Religious Education teacher for Class X TSM-1, who would act as a collaborator in observing the learning process using the prepared observation sheets. An agreement was reached to carry out the actions for the first cycle during a single meeting on the same day, Wednesday, October 25, 2023.

First Cycle: Planning Stage. The planning stage for the first cycle was as follows: 1) Discussion of Learning Plan. Discuss the learning plan with fellow teachers of Islamic Religious Education, focusing on the Qur'an and Hadith elements using the Problem-Based Learning (PBL) method. 2) Details of the First Meeting (Wednesday, October 25, 2023). Introduction. The teacher begins the lesson by introducing themselves to the students and taking attendance. Creating a Learning Environment The teacher establishes a disciplined and inspiring learning environment by assessing the condition of the students and the classroom. Clarifying Learning Objectives. The instructor outlines the learning objectives and clarifies the material to be taught by dividing the class into small groups. Preliminary Material. To enhance students' understanding, the teacher provides some preliminary material related to the upcoming topic through a practice test. Material Explanation. The teacher explains the material and motivation for the discussion, while students listen attentively. Student Engagement. Students are given time to understand the newly presented material and ask questions if something is unclear. The teacher respectfully selects students to answer questions. Group Formation. Based on the results of the last test, the teacher divides the class into three groups, each consisting of eight students. Group Discussion. Each group is instructed to discuss the reasons for their perspectives and prepare to present them to the class. Presentation and Q&A. During the presentations, other groups ask questions, and the presenting group responds. The teacher assigns students to read out their group's discussion results. Observation and Feedback. The instructor monitors the discussion by visiting each group and providing feedback using observation sheets. End of Discussion. The instructor announces the end of the discussion period and instructs the class to return to their seats. 3) Development of Learning Materials. Problem-Based Learning Approach. As part of the PBL strategy, the teacher creates a Teaching Module (MA) for the Qur'an and Hadith material. Research Instruments. The teacher prepares research tools including both test and non-test instruments. The final assessment of the cycle includes a quiz as the test instrument, while non-test instruments are evaluated using observation guidelines to track students' knowledge during the learning process.

Implementation of the First Cycle Actions

On Wednesday, October 25, 2023, Cycle I was carried out in class X TSM-1 as planned. Based on the Teaching Module (MA) and the developed learning scenario, there were three meetings, each lasting 45 minutes. The content of the first cycle focused on Hadith from the Qur'an. The teacher conducted the learning activities during the first meeting. Then, group 1 students were asked to report back their discussion results to their original group, while students from groups 2 and 3 discussed among themselves. Afterwards, the students took individual tests to assess their progress towards the learning objectives they had been working on during the group sessions.

Cycle 2 Meeting (Wednesday, November 8, 2023): 1) The teacher warmly welcomed the students and recorded attendance. 2) The teacher organized the classroom in a way that every student was ready to engage in active learning. Students received encouragement from the teacher before the lecture began, and each student quietly paid attention to the teacher. 3) Using a question-and-answer session about Hadith from the Qur'an, the teacher reviewed the previous material. Certain students demonstrated dominant learning habits by actively responding to questions even though they already had the information. However, only a small number of students participated in this conversation. 4) The teacher continued the discussion on the Qur'an Hadith and asked questions in front of the class, but no student answered. Nevertheless, some students responded to the question. 5) The teacher explained to the students about the Problem-Based Learning approach. After that, the teacher divided the class into three groups, each consisting of eight students, with each group being diverse. The procedure for grouping students was as follows: a) The instructor assigned students to different groups, considering each student's unique goals to encourage effective teamwork among them. b) The groups were designated as groups 1, 2, and 3 by the teacher, with eight students forming each group. 6) The teacher concluded the lesson by planning activities for the next meeting and saying farewell. 7) The teacher instructed the students to gather in the predetermined groups. Each group received a Student Worksheet (LKPD) from the teacher to be used for analyzing the contents of the Hadith from the Qur'an. The teacher instructed the students that each group member should discuss its contents. 8) The teacher walked around, noting and supervising how the discussions were progressing. On the student activity observation sheet, the teacher marked (√). However, the expert group meeting did not run optimally. Some students did not participate much in the class, were unwilling to voice their ideas, and preferred just to listen or talk to friends. However,

some students tended to engage in discussions. 9) The teacher ended the lesson and planned activities for the next meeting and said farewell.

Observation and Interpretation

On Wednesday, October 25, 2023, during the Islamic Religious Education lesson, a study was conducted. Cycle 1 was completed in one meeting that lasted three times for 45 minutes each. All students participated in the Cycle 1 meeting with a patriotic atmosphere, and the event was opened with greetings, prayers, and attendance checks. The instructor started the class by reviewing previous material and outlining the Hadith from the Qur'an. The instructor then discussed the Problem-Based Learning teaching strategy that would be applied in the study. After dividing the students into three groups, each consisting of eight students, they were given blank sheets of paper to be used for discussion material. The teacher allowed the students to debate the content within their groups.

The teacher and students concluded the lesson by summarizing what they had learned about the Qur'an Hadith at the end of the first cycle meeting. Additionally, the instructor urged the class to prepare for a challenging quiz in the upcoming meeting, which would serve as an evaluation for Cycle 1. Furthermore, the instructor used the research time to complete the assessment at the end of the first cycle meeting. The Qur'an Hadith material was used for the Cycle 1 evaluation, with a completion time of 15 minutes. Although some students continued to ask questions and the teacher issued warnings, the evaluation proceeded quickly.

Analysis and Reflection

The observation of Cycle I indicates that the understanding of the material among the X TSM-1 students improved. However, several issues need to be addressed: 1) The teacher's competency in applying the Problem-Based Learning approach is still lacking. 2) The teacher tends to overlook the placement of students during teaching, especially those sitting at the back, as they find it difficult to focus on the topic. 3) Some students are not fully engaged in the class and continue to interact with their peers because the teacher's role in facilitating student conversations is not active enough. 4) A small number of students are still not actively participating in class and group discussions.

The planning for Cycle 2 will be based on the weaknesses identified in Cycle 1. The teacher needs to be more proficient in implementing the Problem-Based Learning paradigm to help students understand the lesson material and become more motivated.

The following table illustrates how the findings from the Cycle 1 observation show that students' understanding and learning outcomes have improved.

Number	Name	Minimum Completion Criteria	Pre Cycle			Cycle 1		
			Mark	Completed	Not Completed	Mark	Completed	Not Completed
1.	Ach. Agustiar	60	60	√		70	√	
2.	Afekur Rahman	60	40		√	70	√	
3.	Ahmad	60	80	√		80	√	
4.	Ahmad Mahalli	60	60	√		80	√	
5.	Akh Erfianto Eka Purnama	60	40		√	52		√
6.	Arya Cindra Verdi H	60	60	√		70	√	
7.	Diaz Ramadhani	60	40		√	52		√
8.	Dwi Yanto Oktavian Wijaya	60	60	√		70	√	
9.	Faisal Ramadoni	60	60	√		52		√
10.	Fauzan Adim	60	40		√	70	√	
11.	Firman Nurus Salam	60	40	√		52		√
12.	Ibnu Ruslan	60	40		√	70	√	
13.	Ilham Romadhoni	60	40		√	52		√
14.	Janu Pamungkas	60	40		√	70	√	
15.	Khoirul Najib	60	60	√		52		√
16.	Lutfi Ansori	60	60	√		70	√	
17.	M. Farisi Islami	60	100	√		70	√	
18.	M. Iqbal Firdaus	60	40		√	70	√	
19.	Moh. Akbar	60	40		√	80	√	
20.	Moh. Hamdani	60	40		√	52		√
21.	Moh. Haris	60	80	√		70	√	
22.	Moh. Jaisuli	60	80	√		52		√
23.	Moh. Muhlas Maulana	60	40		√	80	√	
24.	Moh. Rohman	60	40		√	80	√	
25.	Mohammad Junaidi	60	60	√		52		√
26.	Mohammad Ridho Maulidan	60	80	√		52		√
27.	Ragil Al Farisi	60	100	√		80	√	
28.	Rangga Jadid Najwan	60	40		√	80	√	
29.	Riyan Ramadhan	60	60	√		70	√	
30.	Rudi Agus Syahputra	60	60	√		70	√	
31.	Rusmiyati	60	40		√	80	√	
32.	Sholehuddin	60	60	√		70	√	
33.	Syaiful Zaki	60	40		√	70	√	
34.	Wildan Maurobi	60	40		√	70	√	

Table 3 Student Learning Outcomes

Aspects measured	Indicators of success	Cycle 1 Research Results
Student understanding	75%	70% (24 Students)

Table 4 Percentage of Achievement

Based on the evaluation results of the first cycle's final test, it was identified that 70% or 24 students out of the total were able to complete the evaluation questions on the Quran and Hadith elements with a passing score of KKTP 60. However, 30% or 10 other students did not achieve a passing score and were unable to complete the questions adequately. This issue is due to the students' lack of precision in answering the questions.

Seventy percent of students, or twenty-four out of the total, were able to complete the evaluation questions on Quran and Hadith elements with a passing score of KKTP

sixty, according to the results of the final task evaluation of Cycle I. However, 10 students, or 30%, failed and were unable to satisfactorily complete the questions. The students' inability to thoroughly complete the questions is the root cause of this issue.

Second Cycle

At the beginning of implementing the Problem-Based Learning method, several shortcomings were identified based on research findings. One of these issues is the students' insufficient understanding of the learning process. Additionally, the students' learning outcomes have not yet reached an optimal level. Therefore, appropriate measures must be taken to address this problem. Reapplying the problem-based learning approach at the next level is one of the actions taken to improve student learning outcomes and the effectiveness of the learning process. This includes:

Planning for the Second Cycle

According to the research results from the initial cycle, the next cycle has been scheduled for Wednesday, November 8, 2023, in Class X TSM-1 at SMKN 2 Pamekasan. The teacher has introduced the action plan to be implemented in the next research phase. Additionally, the results of the analysis and reflection from the previous cycle have been presented, showing that students' understanding of the learning material is still not optimal, and their learning outcomes have not reached the expected level. In this context, it was agreed that the actions for the second cycle will be carried out in a single meeting on November 8, 2023. The first action planning stage includes a discussion with the teacher about the Islamic Education learning scenario on the aspects of the Quran and Hadith, which will use the Problem-Based Learning method.

The implementation of the second cycle has been scheduled for Class X TSM-1 at SMKN 2 Pamekasan on Wednesday, November 8, 2023, based on the results of Cycle I research. The action plan to be practiced during the next research phase has been introduced by the teacher. Additionally, the results of the analysis and reflection from the previous cycle were presented, indicating that student performance in learning outcomes has not reached the desired level and their understanding of the material is still not optimal. In this regard, it was decided to complete the actions for the second cycle in a single meeting on November 8, 2023. Discussion about Islamic Education learning with the instructor is part of the first action planning stage.

First Meeting (Wednesday, November 8, 2023): 1) The teacher starts the lesson and takes attendance before beginning the class. 2) The teacher assesses the individual

and classroom environment to create a conducive learning atmosphere and encourage student enthusiasm for learning. 3) The teacher outlines the learning objectives and informs students that they will work in groups to explore various aspects of the Quran and Hadith using the Problem-Based Learning approach. 4) To gauge students' understanding of the material to be studied, the teacher briefly reviews relevant previous material during the Q&A session. 50 The teacher explains content related to Hadith from the Quran. 6) Students are given time to understand the information provided and are given the opportunity to ask questions if anything is unclear. To ensure students are ready for the learning process, the teacher randomly selects students to answer questions. 7) Students are divided into three groups, each consisting of four members, based on previous assessment results. 8) The teacher poses questions to each group. 9) Group A is instructed to read the assigned material and summarize the main points for Group B. 10) After discussing the questions, each group decides on the correct answers. 11) The teacher monitors the discussion by visiting each student and using an observation sheet to record observations. To ensure every group member participates fully in the discussion, the teacher intensifies monitoring by focusing on each group individually. 12) The teacher ends the discussion time with Group 2 and instructs students to return to their own groups and report what they have discussed with Group 2. 13) The teacher asks students who are willing to share the results of their discussions and allows Group 1 to do so without direct guidance from the teacher. This aims to enhance understanding and inspire students to learn, with the goal of rewarding their involvement for further evaluation. 14) Using the observation sheet, the teacher monitors and evaluates the class discussion. In addition to overseeing group presentations in front of the class, the teacher ensures that every student participates fully in the class discussion. 15) The teacher reviews and corrects the results of the group discussions. 16) The teacher and students summarize the material they have learned. 17) The teacher assigns an individual task involving the study of selected Hadith from the Quran. To ensure that each student completes the quiz independently, the teacher circulates around the classroom. 18) While students are taking the test, the teacher continues to supervise them to ensure that the results accurately reflect their skills. 19) The teacher collects the answer sheets. 20) The teacher concludes with a farewell and presents the agenda for the next meeting. 21) Using the Problem-Based Learning approach, the instructor creates a Teaching Module (MA) for the Quran and Hadith section. 22) The teacher prepares research tools including both test and non-test instruments. Non-test instruments are evaluated using observation

criteria that consider student understanding during the learning process, while test instruments use student work results (quizzes as the final cycle evaluation).

Implementation of the Second Cycle Actions

The implementation of the second cycle actions is scheduled for a single meeting, which will take place on Wednesday, November 8, 2023, in Class X TSM-1, according to the prepared plan. The meeting on Wednesday will consist of three sessions, each lasting 45 minutes, in line with the designed learning scenario. The second cycle's actions will follow a pattern similar to the first cycle, with improvements in the teacher's instructional methods, delivery of content, and supervision of students during learning activities and discussions. The goal is to enhance students' understanding and improve their learning outcomes.

The material to be studied in the second cycle's actions will focus on the elements of the Quran and Hadith. During the first meeting, the teacher will introduce the material generally and proceed with learning activities. Students and Group 2 will be asked to present their discussion results, which will then be followed by a discussion among Group 2. Subsequently, an individual quiz will be conducted to evaluate students' learning achievements based on their participation in the group discussions.

Sequence of Actions for the Second Cycle Meeting (Wednesday, November 8, 2023): 1) The teacher begins the lesson with a greeting and verifies each student by checking attendance. 2) The teacher prepares the class and ensures everyone is ready to participate in the session. The teacher encourages the students before the session starts. This time, the students appear more prepared and engaged in the learning activities. 3) The teacher reviews the previously taught material with the class by asking and answering questions. Students respond enthusiastically to this Q&A session and engage with the teacher's questions. 4) The teacher continues the lesson on Hadiths from the Quran. Regarding the material to be discussed that day, the teacher administers a quiz to the class. 5) After explaining the Problem-Based Learning approach to the class, the teacher divides the students into four different groups, each consisting of seven to eight members. 6) The teacher instructs the students to gather according to the previously assigned groups. Each group member will receive one question. Members then send representatives to form expert groups, where students with the same question come together. 7) The teacher monitors the discussion and observes, marking (√) on the Student Understanding Observation Sheet. Group 1's discussion proceeds smoothly, with active participation from each student. Each student's arguments are discussed to

reach a common conclusion on the discussion question. 8) The teacher announces that the discussion time with Group 1 has ended and instructs students to return to their original groups to share the results of their discussion. 9) The teacher allows Group 2 to present their discussion results without selection or direct instruction, and encourages students who are willing to do so. By giving them recognition, the aim is to appreciate their courage and enhance their understanding, while inspiring them to learn. 10) The teacher supervises the class discussion and marks it on the observation sheet. In addition to watching the presenting groups, the teacher ensures each individual student is engaged. 11) Groups present their discussion results, and the teacher reviews and corrects them together. 12) Based on the material covered, the teacher and students collectively summarize the content. 13) The teacher provides quiz questions on various Hadiths from the Quran and assigns students to complete them individually. To ensure that each student works on the quiz independently, the teacher circulates around the classroom. 14) While the students work on the quiz, the teacher carefully observes to ensure that the results accurately reflect their skills. 15) The teacher collects the answer sheets and reminds students that the time for completing the quiz has ended. 16) The teacher concludes the lesson with a farewell, marking the end of the second cycle's learning activities.

Observation and Interpretation

The first meeting of Cycle II was held on Wednesday, November 8, 2023, as scheduled. The teacher began by greeting the students, offering a prayer, and recording the attendance of all present students. After taking attendance, the instructor prepared a comfortable learning environment and arranged the teaching materials, including books on Islamic Religious Education.

After explaining the meanings of various Hadiths from the Quran, the teacher asked students to form groups based on pre-assigned divisions. Each group was given a set of questions. Following the distribution of questions, the instructor instructed students to form Group 1 according to the questions provided. Students were given time to discuss the questions within their groups. The instructor monitored the discussion to ensure that each student actively participated and offered their perspectives. An observation sheet was used for assessment.

The teacher then instructed students to return to their original groups after finishing their discussion with Group 1. Each student presented their findings from Group 1's discussion regarding the responses to the questions. Some students used their

presentations as a platform to voice their ideas. It was observed that these students had prepared and practiced their presentations beforehand.

The teacher concluded the discussion of Cycle II at the end of the first meeting, and students returned to their seats once the allotted time had passed. The teacher used the remaining time to reward students who actively participated in the class discussion.

Analysis and Reflection

The observation results of Cycle II indicate a significant improvement in the learning outcomes for Class X TSM-1. The second cycle effectively addressed the weaknesses identified in the first cycle. The teacher was more adept at implementing the Problem-Based Learning model, which led to increased student motivation and engagement in the learning process. Students received clearer explanations from the teacher, which boosted their confidence and reduced the need for peer assistance during evaluations. Additionally, the teacher was more involved in guiding both group and class discussions, resulting in a more focused and controlled implementation of Cycle II compared to the previous cycle.

Following the adjustments made in the second cycle, awards were given to students. Ahmad received an award in the first cycle, while Ahmad Mahalli was awarded in the second cycle. The teacher continued to encourage students who had not yet received awards to strive for improvement by offering inspiration.

The observation results of the second cycle showed an increase in student learning outcomes. The number of students achieving understanding during group and class discussions rose from 24 to 32. The number of students achieving Competency Level of Expert (KKTP) in evaluating the elements of the Quran and Hadith also increased from 2 to 32 students. Below are the learning outcomes for Islamic Religious Education for Class X TSM-1 at SMKN 2 Pamekasan using the Problem-Based Learning approach in the second cycle:

The data from Cycle II observations demonstrate that student learning outcomes have improved. The number of students who were able to understand concepts during group and class discussions increased from 24 to 32. Furthermore, the number of students achieving Competency Level of Expert (KKTP) in analyzing components of the Quran and Hadith increased from 2 to 32. The learning outcomes for Islamic Religious Education in Class X TSM-1 at SMKN 2 Pamekasan, using the Problem-Based Learning approach in the second cycle, are as follows:

Number	Name	Minimum Completion Criteria	Pre Cycle			Cycle 1			Cycle 2		
			Mark	Completed	Not Completed	Mark	Completed	Not Completed	Mark	Completed	Not Completed
1.	Ach. Agustiar	60	60	√		70	√		70	√	
2.	Afekur Rahman	60	40		√	70	√		70	√	
3.	Ahmad	60	80	√		80	√		80	√	
4.	Ahmad Mahalli	60	60	√		80	√		80	√	
5.	Akh Erfianto Eka Purnama	60	40		√	52		√	75	√	
6.	Arya Cindra Verdi H	60	60	√		70	√		70	√	
7.	Diaz Ramadhani	60	40		√	52		√	76	√	
8.	Dwi Yanto Oktavian Wijaya	60	60	√		70	√		70	√	
9.	Faisal Ramadoni	60	60	√		52		√	70	√	
10.	Fauzan Adim	60	40		√	70	√		70	√	
11.	Firman Nurus Salam	60	40	√		52		√	60		√
12.	Ibnu Ruslan	60	40		√	70	√		70	√	
13.	Ilham Romadhoni	60	40		√	52		√	60		√
14.	Janu Pamungkas	60	40		√	70	√		70	√	
15.	Khoirul Najib	60	60	√		52		√	70	√	
16.	Lutfi Ansori	60	60	√		70	√		70	√	
17.	M. Farisi Islami	60	100	√		70	√		70	√	
18.	M. Igbal Firdaus	60	40		√	70	√		70	√	
19.	Moh. Akbar	60	40		√	80	√		80	√	
20.	Moh. Hamdani	60	40		√	52		√	74	√	
21.	Moh. Haris	60	80	√		70	√		70	√	
22.	Moh. Jaisuli	60	80	√		52		√	75	√	
23.	Moh. Muhlas Maulana	60	40		√	80	√		80	√	
24.	Moh. Rohman	60	40		√	80	√		80	√	
25.	Mohammad Junaidi	60	60	√		52		√	75	√	
26.	Mohammad Ridho Maulidan	60	80	√		52		√	72	√	
27.	Ragil Al Farisi	60	100	√		80	√		80	√	
28.	Rangga Jadid Najwan	60	40		√	80	√		80	√	

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No.	Name								
29.	Riyan Ramadhan	60	60	√		70	√	70	√
30.	Rudi Agus Syahputra	60	60	√		70	√	70	√
31.	Rusmiyati	60	40		√	80	√	80	√
32.	Sholehuddin	60	60	√		70	√	70	√
33.	Syaiful Zaki	60	40		√	70	√	70	√
34.	Wildan Maurobi	60	40		√	70	√	70	√

Table 5 Student Learning Outcomes

Aspects measured	Indicators of success	Cycle 2 Research Results
Student understanding	75%	95% (32 Students)

Table 6 Percentage of Achievement

Explanation:

According to the research findings, there was a recorded improvement in student understanding during the learning process. Specifically, 95% of students demonstrated a good level of understanding during group discussions and presentations, while the remaining 5% showed a lower level of comprehension. This discrepancy is attributed to a small number of students who displayed less attention and participation in the activities.

Comparison of Results Between Cycles

Below is an illustration of the implementation of Problem-Based Learning techniques in the classroom, based on the results of actions taken in Cycle 1 and Cycle 2.

Measured Aspects	Success Indicators	Research Results	
		Cycle 1	Cycle 2
Student understanding in group discussions and class discussions	75%	70% (24 Students)	95% (32 Students)

Table 8 Results of Cycle 1 and 2 Research

Below is the chart comparing student understanding levels in Cycle 1 and Cycle 2:
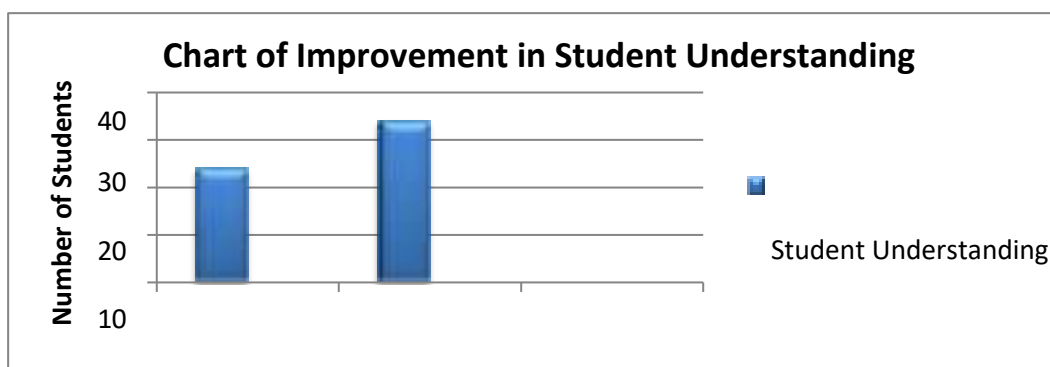
Figure 1 Comparison of Student Understanding Levels

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This classroom action research was conducted over two cycles as follows: (1) preparation of actions, (2) implementation of actions, (3) observation and interpretation, and (4) analysis and reflection of actions. Initial observation was carried out to identify issues in class X TSM-1 at SMKN 2 Pamekasan before actions were taken in Cycle I. The majority of students became passive and less enthusiastic during the learning process due to the prevalent use of lecture-based teaching methods, based on the findings from the initial observation. This had a negative impact on achieving optimal results in Islamic Religious Education. Therefore, the researcher and the Islamic Religious Education teacher for Class X TSM-1 decided to implement changes.

The creation of the Teaching Module (MA) for Cycle 1 was the next step. The teaching method was implemented as follows: the instructor explained and modeled the content, after which students were divided into several groups based on prior decisions, and the results of the group discussions were presented in front of the class. According to observations from Cycle I, the Problem-Based Learning technique with the topic of Syajaah led students to show strong learning interest and pay close attention when the teacher presented the material. A number of students were also actively involved in the question-and-answer sessions. Additionally, groups 1, 2, and 3 showed enthusiasm during group activities.

The purpose of Cycle II, using the material on Dalil about Syajaah, was to address the shortcomings identified in the previous cycle. The learning outcomes and the level of student understanding in class and group discussions improved as a result of these changes. The understanding level increased from 70% (24 students) in Cycle I to 95% (32 students) in Cycle II, showing a 25% (10 students) improvement in understanding during group and class discussions. The implementation of the problem-based learning approach, which encouraged active student participation in class and group discussions throughout the learning process, contributed to the increased knowledge of students. To maximize the use of these techniques, vigilant teacher supervision of the learning process is another crucial component. Additionally, the motivation of the teacher and researcher also had a significant impact in encouraging students to actively engage in class activities.

Based on student interviews, the majority of students were interested in the Problem-Based Learning teaching approach. This indicates that the teacher and researcher communicated the information clearly, and students found it easier to understand the information through group discussions, especially those who had difficulties with the language used by the teacher. With this method, even students who previously struggled to work in groups were able to communicate with each other in the

second cycle and understand the content more comprehensively. The improvement in student understanding is a sign of enhanced learning outcomes.

CONCLUSION

To improve student learning outcomes, the Problem-Based Learning (PBL) method was implemented across two cycles in this research. The study titled "Application of the Problem-Based Learning (PBL) Method in Enhancing Student Learning Outcomes on Quranic Elements of Hadith at SMKN 2 Pamekasan in the Odd Semester of the 2023/2024 Academic Year" yielded positive, practical results and is worth noting for students.

The use of the Problem-Based Learning approach, particularly evident during group discussions and class presentations, contributed to the improvement in student learning outcomes. Students actively participated in class discussions and displayed a high level of enthusiasm for learning. As a result, student learning outcomes improved from 70% (24 students) in Cycle I to 95% (32 students) in Cycle II, reflecting a 25% (10 students) increase.

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