

## IMPLEMENTATION OF PBL METHOD IN IMPROVING STUDENTS' LEARNING INTEREST IN AQIDAH AKHLAK SUBJECT AT MTsN 1 BONE

Muh Syahrul Sarea <sup>1</sup>, Misbah Ahmad <sup>2</sup>, Muh. Taufik Al Fauzy <sup>3</sup>, Andi Febyarni Reski  
Angkara <sup>4</sup>, Elly Yanti Nur <sup>5</sup>

Prodi Pendidikan Agama Islam Fakultas Tarbiyah IAIN Bone, Indonesia <sup>1,2,3,4,5</sup>  
sareasyahrul@gmail.com<sup>1</sup>, misbahAhmad218@gmail.com<sup>2</sup>, tufikaalf123@gmail.com<sup>3</sup>,  
andifebi233@gmail.com<sup>4</sup>, elli.11.yanti.08@gmail.com<sup>5</sup>

Submitted: 2023-06-29  
Accepted: 2023-06-30

Published: 2023-06-30  
DOI: xxxxxxxxxxxxxx

### Abstract

This study is a type of Classroom Action Research that aims to obtain information about efforts and attempts to improve students' interest in learning in the eighth grade of MTsN 1 Bone, using the Problem-Based Learning (PBL) method. The research was conducted cooperatively or collaboratively in two cycles. The study was conducted at MTsN 1 Bone with a population of 32 students and a saturated sample of 32 students. The data collection techniques used in this study were interviews with a predetermined educator and direct observations of the researched class, which was class VIII C. The data analysis technique used was Descriptive Analysis. The results of the study showed that the use of the Problem-Based Learning method was able to increase students' interest in learning. Students' interest in learning consisted of Interest, Attention, Enjoyment, and Discipline. In the first cycle, students' interest in learning obtained a final score of 55%, indicating low interest. In the second cycle, the final score of students' interest in learning reached 84%, indicating good interest.

**Keywords:** *problem-based learning, students' interest in learning*

### Introduction

Interest can essentially be defined as something that indicates a tendency towards liking or enjoying something, accompanied by a desire to possess it without any coercion (Dano & Bahari, 2022). In this regard, in the concept of comprehensive self-introduction, students are expected to be able to identify their own interests and talents. The achievement of educational goals is also influenced by the extent of students' interest in a particular subject (Imawati & Maulana, 2021). The higher the students' interest in learning, the easier it is for them to grasp what is taught in the learning process (Hamdayama, 2022), including Islamic education.

In Islamic education, many students lack interest in this subject, especially when it is delivered with methods that fail to engage their interest. For them, Islamic education is merely a formality within the educational structure that they must learn, even though it is not the case. In fact, religious knowledge is essential for their lives as practicing Muslims, as it encompasses various aspects such as attitudes, morals, laws, and more

(Tolchah, 2020). Several factors contribute to the varying levels of interest in this subject. One of them is the use of inappropriate teaching methods, which easily lead to boredom and questioning the reasons behind studying it. Such gaps in the learning process often occur around us, and one of the reasons is the lack of creativity on the part of educators in using diverse methods that align with the subject matter being taught (Nugraha et al., 2020). The methods used to convey information from educators to students play a crucial role in determining the effectiveness of learning. To achieve effective learning, educators must create a comfortable and conducive learning environment that does not burden students mentally, allowing the goals of learning to be achieved optimally and maximally (Viswanathan, 2005).

Islamic education itself faces external challenges, including sharp criticism or scrutiny, which unfortunately tarnish its reputation. This is not to deny the weaknesses associated with Islamic education, although not in its entirety, but changing such circumstances is a difficult task. There are various models of learning that can be employed to support the learning process (Sukardi & Yuwana, 2017). One such model is cooperative learning, where students are trained to work in groups and help each other. This model also aims to develop students' social interaction skills and verbal communication. The active involvement of students is the focus of this learning model. Creating a relaxed atmosphere, allowing students to reflect on their thoughts without feeling pressured, is important in creating an effective and comfortable learning environment. One cooperative and engaging learning model for students is the Problem-Based Learning (PBL) model (Rhofiqah & Thaariq, 2019).

In an interview with one of the educators teaching Aqidah Akhlak, it was reported that traditional methods such as lectures no longer engage most of the students, leading to boredom. Therefore, a method that can foster their active participation, both in communication and building confidence in learning, is necessary (Ap et al., 2022). Cooperative learning methods are highly suitable for teaching Aqidah Akhlak. The material presented or taught, which involves ethical behavior towards Allah, others, the environment, and even animals, should not be delivered monotonously through lectures. Instead, alternative approaches are needed to shape students' ethics and personalities, aligning with the objectives of this learning process. The Problem-Based Learning (PBL) model, as a cooperative learning method, provides an answer to such challenges, particularly in transforming students' passive attitudes into active ones.

This also proves that the PBL learning method can increase students' interest in learning, as stated by (Shofwani & Rochmah, 2021). Therefore, considering such circumstances, as researchers, we want to measure the extent of students' interest in Islamic education, specifically in Aqidah Akhlak, using the PBL method to enhance their learning experience.

## **Method**

The method used in this research is Classroom Action Research (CAR). The research was conducted at MTsN 1 Bone during the first semester of the academic year 2021/2022. The subjects of this study were the 8th-grade students of class VIII C at MTsN 1 Bone, totaling 32 students. The targeted subject of the research was Aqidah Akhlak. The sampling technique used was saturated sampling, meaning that the entire population of 32 students was included in the sample. However, during the research, 2 students were absent due to illness, resulting in a sample size of 30 students. Data

collection in this research was conducted through interviews, observations, and questionnaires. The data analysis technique used was quantitative data analysis in the form of descriptive analysis.

## Result and Discussion

### Result

Before the research was conducted, the students' interest in learning Aqidah Akhlak was still relatively low. This is likely due to several factors, one of which is the use of less varied teaching methods that make the students appear passive towards this subject. The monotonous lecture method reduces student engagement and their response to the learning process. Therefore, one of the methods recommended by the researcher is problem-based learning (PBL), which is cooperative and encourages student participation in learning. By implementing this method, it is expected to provide teachers with an alternative to make the learning process more varied.

#### Cycle 1

In the initial stage of the classroom action research process, which is the pre-cycle, it was skipped due to school regulations that only allowed 15/16 students (No. 01-16) to be present in the classroom. Therefore, the other 16 students (No. 17-32) would join the following week, while the initial 16 students (No. 01-16) had a break or studied from home. As a result, this research was conducted in two sessions for both cycle 1 and cycle 2.

As a follow-up to the learning process and the low interest of students in learning Aqidah Akhlak in the initial stage, the researcher conducted the learning process in cycle 1. The researcher divided the tasks and functions during the research. Some acted as teachers and others observed during the learning process. The observation results showed:

**Table 1** Indicators of Students' Interest in Learning in Cycle 1

Description	Amount	SMI	Percentage	Activity Criteria
Interest	87	160	55%	Low
Attention	85	160	53%	Low
Enjoyment	86	160	54%	Low
Discipline	86	160	54%	Low

The table above shows the interest of students in class VIII C of MTsN 1 Bone during the activities in cycle 1 were categorized as low, with the percentage of student interest reaching 55%, attention at 53%, enjoyment at 54%, and discipline at 54%. In cycle 1, students' interest in learning needs to be improved.

#### Cycle 2

The learning activities in cycle 2 were similar to those in cycle 1 but involved reflection based on the results from cycle 1. The shortcomings identified in cycle 1 were addressed and maximized by providing enrichment tasks before entering the classroom and distributing concept maps of the materials to be learned to make the students more

prepared and interested during cycle 2. The observation results in cycle 2 are shown in the table below.

**Table 2** Indicators of Students' Interest in Learning in Cycle 2

Description	Amount	SMI	Percentage	Activity Criteria
Interest	135	160	84%	High (Good)
Attention	130	160	81%	High (Good)
Enjoyment	135	160	84%	High (Good)
Discipline	140	160	88%	High (Good)

The table above shows that the interest of students in class VIII C of MTsN 1 Bone during the activities in cycle 2 increased, with the percentage of student interest reaching 84%, attention at 81%, enjoyment at 84%, and discipline at 88%. This indicates that there is a positive influence when using the Problem Based Learning (PBL) teaching method on students' interest in learning during the learning activities.

### **Discussion**

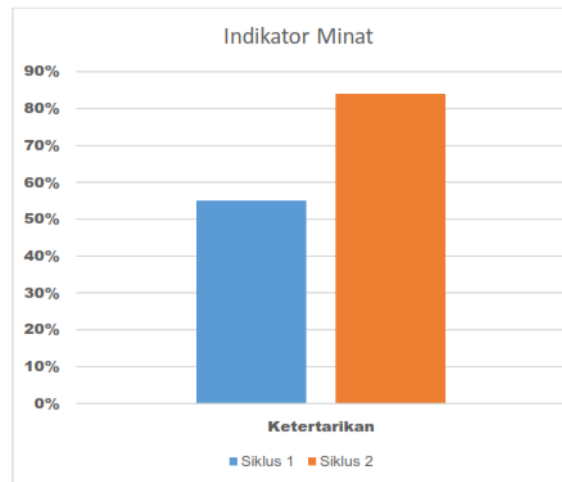
The Classroom Action Research (CAR) conducted through these two cycles aimed to determine whether the use of the Problem Based Learning (PBL) teaching method could improve the interest in learning of students in class VIII C of MTsN 1 Bone. This research took place over two cycles. The improvement in students' interest in learning based on cycle 1 and cycle 2 is as follows:

Keterangan	Siklus I	Siklus II
Ketertarikan	55%	84%
Perhatian	53%	81%
Rasa Senang	54%	84%
Disiplin	54%	88%

The explanation of each indicator in this research is as follows:

#### **Interest**

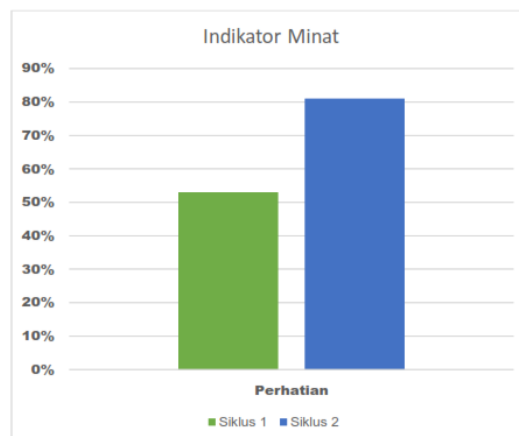
During the learning process, students' interest increased from cycle 1 to cycle 2. The use of the Problem Based Learning (PBL) method measures the increase in interest based on how enthusiastic the students are in solving the given problems and demonstrating efficient problem-solving skills.



From the graph, it can be seen that the indicator of students' interest during the learning process using the Problem Based Learning (PBL) method in the subject of Aqidah Akhlak increased by 55% from the initial level to 84%. Therefore, the use of the Problem Based Learning (PBL) method can enhance students' interest in solving everyday life problems they encounter.

#### *Attention*

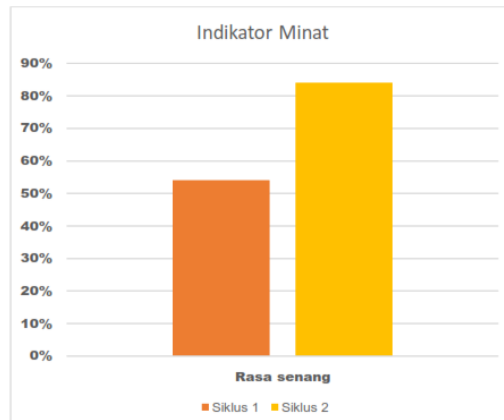
During the learning process, students' attention increased from cycle 1 to cycle 2. The increase in attention is measured by how much the students pay attention to the teacher's explanations related to the subject matter at the beginning of the learning session and their interest in participating in problem-solving activities given.



From the graph, it can be seen that the indicator of students' attention during the learning process using the Problem Based Learning (PBL) method in the subject of Aqidah Akhlak increased by 53% from the initial level to 81%. Therefore, the use of the Problem Based Learning (PBL) method can enhance students' attentiveness in carefully considering each given problem and making wise and responsible decisions or solutions.

### Enjoyment

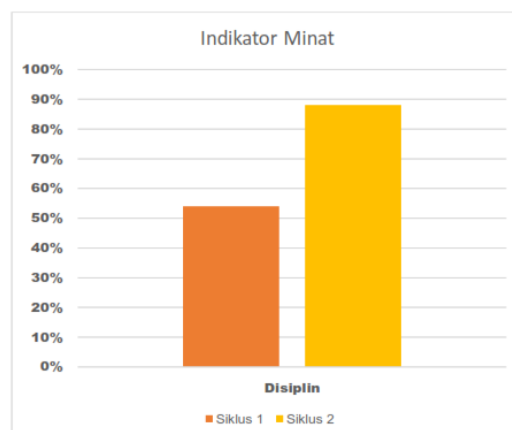
During the learning process, students' happiness appeared to increase from cycle 1 to cycle 2. The increase in happiness is measured by how much enthusiasm the students show in working on the exercises given by the teacher at the beginning of the learning session and their curiosity in finding the right solutions to the problems previously presented by the educator.



From the graph, the indicator of students' happiness during the learning process using the Problem Based Learning (PBL) method in the subject of Aqidah Akhlak increased by 54% from the initial level to 84%. Therefore, the use of the Problem Based Learning (PBL) method can enhance students' joy in describing solutions to the given problems through collaboration and trust among their groupmates.

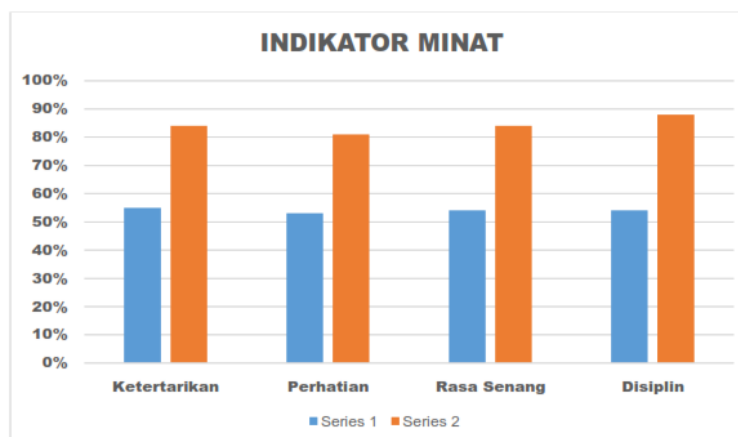
### Discipline

During the learning process, students' discipline increased from cycle 1 to cycle 2. The increase in discipline is measured by how responsibly they work together to provide solutions to the given problems and their cooperation in presenting problems or responding to feedback from educators or other groups regarding the solutions provided.



From the graph, it can be seen that the indicator of students' discipline during the learning process using the Problem Based Learning (PBL) method in the subject of Aqidah Akhlak increased by 54% from the initial level to 88%. Therefore, the use of the Problem Based Learning (PBL) method can enhance students' discipline in fostering collaboration and a sense of responsibility in resolving problems that require solutions and critically providing reinforcement through solutions to the problems raised by educators or other groups of students.

During the learning process, students' learning interest was observed based on four important indicators: *Ketertarikan* (Interest), *Perhatian* (Attention), *Rasa Senang* (Happiness), and *Disiplin* (Discipline). By using the Problem Based Learning (PBL) method, students' learning interest showed improvement. In cycle I, students' learning interest reached 55%, while in cycle II, it increased to 83%. Students' learning interest can be seen in the following diagram:



## Conclusion

Based on the above research results, it can be concluded that the use of the Problem Based Learning (PBL) method can enhance students' learning interest in the subject of Aqidah Akhlak for class VIII C of MTsN 1 Bone in the academic year 2021/2022. The observed learning interest of students includes *Ketertarikan* (Interest), *Perhatian* (Attention), *Rasa Senang* (Happiness), and *Disiplin* (Discipline). The learning interest of students in cycle I and cycle II reached 55% and 83%, respectively. Therefore, in achieving the learning objectives related to interest, it is more effective to engage students' attention using the Problem Based Learning (PBL) method.

## References

- Ap, A. H., Ani, Q. N., Hardiansyah, A., Usman, F., & Sarea, M. S. (2022). Penerapan Metode Pembelajaran Mind Mapping Dalam Meningkatkan Keaktifan Dan Hasil Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Siswa Kelas Ix Rmbi Mtsn 1 Bone. *Jurnal Al-Qayyimah*, 5(1), 1–12.
- Dano, D., & Bahari, E. (2022). *Buku Ajar Perilaku Organisasi Dalam Praktiknya Di Dunia Kerja*. Penerbit P4i.

- Hamdayama, J. (2022). *Metodologi Pengajaran*. Bumi Aksara.
- Imawati, V., & Maulana, A. (2021). Minat Belajar Siswa Dalam Mengikuti Proses Pembelajaran Pjok. *Patria Educational Journal (Pej)*, 1(1), 87–93.
- Nugraha, M. F., Hendrawan, B., Pratiwi, A. S., Permana, R., Saleh, Y. T., Nurfitri, M., Nurkamilah, M., Trilesatri, A., & Husen, W. R. (2020). *Pengantar Pendidikan Dan Pembelajaran Di Sekolah Dasar*. Edu Publisher.
- Rhofiqah, L., & Thaariq, S. M. H. (2019). Pengaruh Model Pembelajaran Problem Based Learning (Pbl) Terhadap Kemampuan Penalaran Matematik Siswa Kelas Xi Sma Negeri I Meurebo. *Bionatural: Jurnal Ilmiah Pendidikan Biologi*, 6(1).
- Shofwani, S. A., & Rochmah, S. (2021). Penerapan Problem Based Learning Untuk Meningkatkan Minat Dan Hasil Belajar Managemen Operasional Di Masa Pandemi Covid-19. *Jurnal Educatio Fkip Unma*, 7(2), 439–445.
- Sukardi, M. I., & Yuwana, R. Y. (2017). Iklan dan Film sebagai Solusi Penunjang Penanaman Minat Membaca Usia Dini. *The 1st International Conference on Language, Literature and Teaching "REVITALIZING LITERACY CULTURE"* Universitas Muhammadiyah Surakarta, April 4th - 5th 2017
- Tolchah, M. (2020). *Problematika Pendidikan Agama Islam Dan Solusianya*. Kanzun Books.
- Viswanathan, M. (2005). *Measurement Error And Research Design*. Sage.