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## Application of Problem Based Learning Model to Improve Learning Outcomes of Al-Qur'an and Hadith, Generous and Miserly Materials at *Madrasah Tsanawiyah*

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### ABSTRACT

This research aims to improve the learning outcomes of the Qur'an, Hadith, generous and miserly material at *Madrasah Tsanawiyah*. The research discussed that the low learning outcomes of students in the subject of Al-Qur'an Hadith, especially in the material about achieving the pleasure of Allah SWT through generosity and avoiding miserliness, are the main concerns. This phenomenon is caused by the conventional learning method that is often used by teachers, namely the lecture method, which tends to be less interactive and does not involve reciprocity between teachers and students. To overcome this problem, the author applies the Problem Based Learning model in classroom action research conducted in class VII B MTs Darul Hikam Kalirejo Undaan Kudus. This model is designed to increase students' enthusiasm and motivation to learn, which has been proven to be effective in this study. The results of the implementation of the Problem Based Learning model showed a significant increase in students' learning activities and their learning outcomes. In the first cycle, the learning completion rate reached 57.14%, then increased to 67.86% in the second cycle, and reached 89.29% in the third cycle. This increase in learning completeness shows that the Problem Based Learning model not only increases students' motivation and enthusiasm, but also improves their learning outcomes in the Qur'an Hadith material. Thus, the use of the Problem Based Learning model has proven to be effective in improving student learning outcomes in the subject of Al-Qur'an Hadith in class VII B MTs Darul Hikam.

**Keywords:**  
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## A. Introduction

Education is a key element in individual self-development and is the foundation that determines the resilience and progress of a nation (Rachmat et al., 2024). Education can be obtained through formal pathways such as schools and universities, as well as non-formal pathways such as courses and training. Education serves to develop students' knowledge, attitudes, and skills, so that they can achieve success in various aspects of life (Fitri & Idris, 2019: 32). The educational process involves educational, teaching, and training activities that run simultaneously and integrated. This activity aims to transform values that are in harmony with the development of students and their living environment. Therefore, education must be sustainable and in harmony with the needs and dynamics of student development. With a good education, it is hoped that each individual can develop their potential optimally, contribute positively to society, and be able to compete in the global arena (Abidin, 2021: 57). In addition, education also plays an important role in shaping an individual's character and morals, making him a person with integrity, responsibility, and a good attitude in daily life (Purnamasari, 2023: 13). Thus, education is not only about the transfer of knowledge, but also about character formation and holistic self-development.

The Qur'an Hadith subject in Islamic religious education aims to help students understand and practice the teachings contained in the Qur'an and Hadith (Nurhidayati, 2023: 27). This learning includes the ability to read the Qur'an with tartil and fluency, translate, summarize the content, copy, and memorize selected verses. In addition, students are also taught to understand and practice selected hadiths. The ultimate goal of learning the Qur'an Hadith is for students to love reading and understanding the Qur'an and Hadith, believing in its truth, and applying its teachings in daily life. Thus, this subject has an important role in shaping students' character and spiritual values (Suriadi, 2020: 153). Learning the Qur'an Hadith also aims to prepare students to have sufficient provisions to face the next level of education, both at the secondary and tertiary levels. With a good understanding of the Qur'an and Hadith, it is hoped that students can develop attitudes and behaviors that are in accordance with Islamic teachings, and be able to become role models for the surrounding environment (Sayekti, 2022: 135). In addition, this learning is also expected to increase love and respect for the Qur'an and Hadith as the main source of Islamic teachings (Sundari et al., 2023: 1426).

At MTs Darul Hikam, the learning outcomes of students on the material of achieving the pleasure of Allah SWT with a generous attitude and avoiding miserliness are still uneven. Some students get high scores, while others tend to get low. This is due to the dominant teaching method using lectures, so that learning becomes less interesting and monotonous. In addition, the use of less effective media and learning models also has an impact on students' declining interest in learning (Hakim, 2021: 1). To overcome this problem, the application of the Problem Based Learning (PBL) learning model is one of the right alternatives. PBL helps students learn through real problem-solving, which makes learning more interactive and engaging (Diyanti et al., 2023: 461). This learning model encourages students to think critically, work in groups, and develop problem-solving skills that are relevant to daily life (Wildan et al, 2023: 1). Thus, students not only acquire theoretical knowledge, but also practical skills that are useful in their lives. In addition, the implementation of PBL can also increase students' motivation to learn, because they feel more involved and challenged in the learning process (Manik, 2023: 364). Therefore, it is hoped that this learning model can have a positive impact on student learning outcomes at MTs Darul Hikam.

The application of the Problem Based Learning (PBL) learning model can be a solution to improve student learning outcomes and activities in the subject of Al-Qur'an Hadith. PBL is an approach that asks real-world problems as a first step for students to learn important concepts from each material. This approach allows students to learn with inspiration, think in groups, and use relevant information to solve problems. In the process, students are also

trained to synthesize knowledge and skills before applying solutions to the problems faced (Silmi, 2022: 135). The use of PBL is expected to make students more active and involved in the learning process, thereby increasing their interest and motivation. Thus, this learning model not only improves learning outcomes, but also helps students develop critical thinking skills and the ability to work together. In the long term, it is hoped that students can apply these skills in their daily lives and become individuals who are better able to face challenges.

## **B. Theoretical Framework**

The Problem Based Learning (PBL) model is one of the contextual learning approaches (Meilasari & Yelianti, 2020: 195). PBL emphasizes the use of real-world problems as context to help students learn relevant subject matter concepts and principles (Wardani, 2023: 1). By presenting real problems, PBL aims to increase student involvement in the learning process, develop critical thinking skills, and facilitate cooperation between students and teachers. In PBL, students are faced with relevant and real problems, which they must then solve through investigation and analysis (Wijaya et al., 2024). This process not only encourages a deeper understanding of the subject matter, but also develops other important skills such as the ability to work in groups, effective communication, and information processing. PBL changes the role of teachers from a material provider to a facilitator and supervisor who assists students in their learning process (Fitriyani, 2022: 16491). Through this approach, students learn to seek and find solutions to given problems, which ultimately enriches their learning experience and improves analytical and critical thinking skills. This approach also provides opportunities for students to apply their knowledge in real-life situations, which can increase learning motivation and make the learning process more relevant and meaningful to them.

The Problem Based Learning learning model consists of five main stages: orientation of students to problems, organizing students to learn, guiding individual or group investigations, developing and presenting results, and analyzing and evaluating the problem-solving process. In the first stage, the teacher explains the learning objectives, explains the necessary logistics, and motivates students to be actively involved in problem solving. This stage is crucial because it establishes a foundation and direction for students to understand what is expected of them. The second stage involves organizing students into groups to define and organize learning tasks related to the problem at hand. At this stage, the teacher assists students in determining the steps that need to be taken to solve the problem. The third stage is the investigation phase where students gather the required information, carry out experiments, and conduct investigations to get explanations and problem solving. Teachers act as guides and facilitators who help students find sources of information and provide the necessary guidance. The fourth stage involves the development and presentation of the results of the investigation, where students plan and prepare reports, documentation, or models, and divide assignments with their peers. The final stage is analysis and evaluation, where students reflect on their learning processes and outcomes, as well as identify areas that need improvement. Through these stages, PBL ensures that students not only understand the subject matter, but can also apply it in a broader context (Yasminah & Sahono, 2020: 167).

PBL's advantages include the ability to challenge students' abilities and provide satisfaction in discovering new knowledge, increase students' motivation and learning activities, and help students transfer their knowledge to understand real-world problems. PBL also helps students develop new knowledge and responsibility in their learning, and encourages self-evaluation of learning processes and outcomes. This method allows students to think critically, develop the ability to adapt to new knowledge, and apply knowledge in real-world contexts (Rodiyah, 2022: 109). In addition, PBL can develop students' interest in continuing to learn even after formal education is completed, as well as make it easier for students to master the concepts necessary to solve real-world

problems. With this approach, students not only learn to memorize information, but also understand and apply their knowledge in real and relevant situations (Irnawati, 2021: 81). Another advantage of PBL is its ability to increase student engagement in the learning process, which can lead to more meaningful and long-term impact learning experiences. However, it is important to note that the success of PBL is highly dependent on teachers' ability to facilitate and support the student learning process effectively. In addition, some of the weaknesses of PBL need to be addressed, such as the potential for students to be reluctant to try to solve problems if they feel less confident or less interested. Therefore, teachers need to ensure that the problems presented are relevant and challenging to keep student motivation high (Primadoniawati, 2020: 77).

### **C. Method**

The research method used is Classroom Action Research (PTK) which is designed to overcome problems in learning activities with the aim of improving and improving the teaching and learning process in the classroom (Pahleviannur et al., 2022). PTK uses the Kemmis and Mc Taggart model which consists of four main steps, namely planning, action, observation, and reflection. In the planning stage, the researcher formulates questions such as what, why, when, where, by whom, and how actions are taken. Action is the implementation of the plan that has been made. Observation was made by observing students during the teaching and learning process using observation sheets. Reflection is a stage where researchers analyze data obtained from teaching and learning activities carried out in accordance with the planned objectives. This data is then analyzed to plan the next course of action. This cycle repeats until the desired improvement is achieved. This method aims to improve student engagement and learning effectiveness, as well as provide direct feedback for continuous improvement (Machali, 2022: 12).

This research was carried out at MTs Darul Hikam, which is located on Jalan Kudus-Purwodadi KM. 16 Kalirejo Village RT 05/RW 04 Undaan District, Kudus Regency, Central Java Province. The research was conducted for one month in December 2022, the odd semester of the 2022/2023 school year. The implementation of the research is guided by the madrasah academic calendar, because PTK requires several cycles that require an effective teaching and learning process in the classroom. This research consists of three cycles that aim to see the improvement of student learning outcomes, students' mastery of material, and the application of the Problem Based Learning (PBL) learning model. The subjects of the study were 28 students of class VII B, consisting of 11 male students and 17 female students. The object of the research is to improve learning outcomes through the PBL model on the material of achieving the pleasure of Allah SWT with a generous attitude and avoiding miserliness. During the learning process, teachers tend to use the lecture method, causing students to be passive and many of their learning outcomes are under KKM.

The researcher plays the role of a teacher who plans, acts, observes, collects data, analyzes data, and reports research results. The stages in this study include pre-cycle, cycle I, cycle II, and cycle III (Salim et al., 2022). In the pre-cycle stage, the researcher observed the learning of the Qur'an Hadith carried out by subject teachers using the lecture method. In cycle I, learning was carried out with the PBL model on the material analyzing the content of Q.S. Al-Lail Verses 1-11, followed by evaluation and reflection. Cycle II involves the PBL model on the material analyzing the content of Hadith narrated by Muslims from Abu Hurairah, followed by evaluation and reflection. Cycle III uses the PBL model on the material to analyze the content of the Hadith narrated by Muslims from Jabir bin Abdillah, followed by evaluation and reflection. Data collection was carried out through observation, interviews, documentation, and multiple-choice tests held every cycle to measure the influence of audio-visual learning media on student learning outcomes. The instruments used include observation sheets, checklists, and interview guidelines. The results of data analysis are used to improve and improve the learning process in the next

cycle, with the ultimate goal of improving the quality of learning and student learning outcomes.

#### **D. Research Results**

Based on the initial data obtained, it was found that the learning outcomes of students were still far below the expected standards. There are still many grades obtained by students who do not meet the Minimum Completeness Criteria (KKM) that have been set at MTs Darul Hikam, which is 70. With the student completion rate only reaching 39.13%, it clearly shows that there are problems in the learning process. In addition, student activities in learning the Qur'an Hadith also still show low participation and activeness. The involvement of students in classes that apply active learning methods is still very minimal, resulting in low learning outcomes. Students have not been fully involved in the learning process which is expected to encourage them to be more active. In this context, this study aims to improve the value of students' learning outcomes while increasing their involvement in the learning process. With the improvements made through the Classroom Action Research (PTK) cycle, it is hoped that there can be significant positive changes in student activities and learning outcomes. This research focuses on the application of the Problem Based Learning (PBL) model as a learning method that is expected to increase student participation and overall learning outcomes. These improvement efforts are important to ensure that students not only understand the material but also actively participate in the teaching and learning process.

The implementation of cycle I was held on Wednesday, December 7, 2022, with the aim of implementing the Problem Based Learning (PBL) model in learning the Qur'an Hadith in class VII B MTs Darul Hikam. At this stage, the researcher introduced the analysis material of Q.S. Al-Lail Verses 1-11 which discusses generosity and avoiding miserliness. The researcher explained the PBL procedure, where students are divided into groups of 5-6 people. Each group was given materials and images that were projected through a projector for analysis. Students then engage in questions and answers regarding the material and assign problems to discuss in groups. This activity involves observation, searching for additional sources other than textbooks, as well as discussing and making reports on the results of the discussions. Researchers act as facilitators, providing guidance and feedback throughout the process. After the presentation of the results of the discussion by the group representatives, the researcher gave feedback and reflected on the learning process. The results of the first cycle show that despite the increase in activities, the learning outcomes are still below the KKM. The assessment showed that 57.14% of students still needed further guidance. These findings suggest that improvements in time management and student discussion activities need to be made for the next cycle.

Cycle II was held on Wednesday, December 14, 2022, with improvements based on the findings from cycle I. In this cycle, learning also uses the Problem Based Learning model with a focus on the analysis of Muslim hadith from Abu Hurairah regarding generosity. Researchers improved the learning method by showing videos about the stories of benefactors to support students' understanding. Students were divided into groups and given the opportunity to discuss the material and make a report on the results of the discussion. Student activities showed an increase with assessments reaching 79% and 67.86% of students getting scores above KKM. However, there are still some students who need additional guidance, with the number reaching 21.42%. Researchers observed that despite the progress, time management and interaction between students still need to be improved. Improvements in the use of learning models and media seem to have a positive impact, but some aspects still need to be improved to achieve more optimal results in cycle III. Data from cycle II is used to adjust and correct existing shortcomings so that they do not repeat in the next cycle.

Cycle III was held on Wednesday, December 21, 2022, with a focus on improvements based on findings from cycle II. In this cycle, the researcher applies the Problem Based Learning model to the material for analyzing the hadith narrated by Muslims from Jabir bin Abdillah regarding miserliness. The researcher used a video about the story of the miser and gave students the opportunity to discuss and present the results of the discussion in front of the class. Student activities showed a significant increase with assessments reaching 87% and 89.29% of students getting scores above KKM. Students' skills are improving, with only 7.14% of students needing additional guidance. Researchers noted that students' ability to understand the material, their activeness, and self-confidence experienced significant improvements. The use of learning models and media is getting better, and the results of the competency test have met the set targets. With this achievement, learning improvement in cycle III is considered successful, and research shows positive results in improving student learning outcomes. The researcher formulated that the improvements made had been effective in achieving the set goals.

## **E. Discussion**

In each research cycle, researchers have applied the Problem Based Learning (PBL) model carefully and the evaluation results show that the learning process has been quite successful. Student activities and their learning outcomes have experienced a significant improvement, which shows the effectiveness of the PBL model in improving students' understanding of the material taught. Student learning outcomes increased from cycle I to cycle III, from 57.14% in cycle I, increased to 67.86% in cycle II, and reached 89.29% in cycle III. Nonetheless, even though the changes made are already showing positive results, it is important not to make too many revisions to the existing model. The main focus for the next action is to maximize and maintain the elements that have been successful, as well as make minor adjustments if necessary. The goal is so that the upcoming learning process can be more effective and learning goals can be better achieved. By maintaining aspects that have been proven effective and making the necessary improvements, it is hoped that the teaching and learning process can continue to develop and have a sustainable positive impact on students. This is also expected to increase student motivation and involvement in learning.

The results of this study show that the application of the Problem Based Learning (PBL) model has a significant positive impact on student learning achievement. The increase in students' understanding of the material taught can be seen from the learning outcomes that have increased consistently from cycle I to cycle III. In the first cycle, the completeness of student learning outcomes was 57.14%, which increased to 67.86% in the second cycle, and finally reached 89.29% in the third cycle. This shows that the PBL model is effective in improving the achievement of student learning outcomes classically. In addition, the results of observation of student activities showed a significant increase from pre-cycle to cycle III. The student activity score in the pre-cycle was 309 (55%), increased to 373 (67%) in the first cycle, 445 (79%) in the second cycle, and reached 485 (87%) in the third cycle. This improvement shows that the application of the PBL model not only improves learning outcomes but also student engagement and participation in the learning process. This indicates that the PBL model is effective in increasing student motivation and participation, which contributes to the achievement of better learning outcomes.

The activities of teachers and students in learning showed positive progress after the implementation of the Problem Based Learning (PBL) model. Student activities in learning Qur'an Hadith regarding the material of achieving the pleasure of Allah with a generous attitude and avoiding miserliness have increased significantly from cycle I to cycle III. The student's activity in participating in learning increased from the less active category in cycle I, to active in cycle II, and very active in cycle III. This improvement reflects the effectiveness of the PBL model in increasing student engagement in learning. In addition, teachers' activities during the learning process also show progress. The teacher's activities which

include guiding, observing students, explaining difficult material, and giving feedback look quite good. A high percentage of teacher activities, such as guiding and providing feedback, shows that teachers play an active role in supporting the learning process and helping students understand the material. This contributes to the successful implementation of the PBL model and the achievement of improved student learning outcomes, suggesting that this model can improve the overall quality of learning.

## F. Conclusion

Based on the results of the research carried out, it can be concluded that the application of the Problem Based Learning (PBL) model significantly improves student learning outcomes in the subject of Al-Qur'an Hadith in class VII B MTs Darul Hikam for the 2022/2023 Academic Year. The results showed a consistent improvement in student learning outcomes from pre-cycle observation to cycle 1, cycle 2, and cycle 3. The average score of the competency test in the pre-cycle observation was 60, which then increased to 70 in cycle 1, 72 in cycle 2, and reached 80 in cycle 3. In addition, the highest scores obtained by students also showed a significant increase; In the pre-cycle, the highest score was 90, while in cycles 1, 2, and 3, the highest score reached 100 each, with the number of students achieving the highest score increasing from one student in cycle 1 to five students in cycle 3. The percentage of student completion also increased significantly from 39.28% in the pre-cycle to 89.29% in the 3rd cycle, showing a substantial improvement in the comprehension of the material by the students. The application of the PBL model not only improves student learning outcomes, but also improves the process of teaching and learning activities, with educators acting as facilitators who encourage students to think critically and analytically through group discussions, data collection, and presentations. In this way, students not only master the material, but also develop critical thinking skills and important presentation abilities.

The application of the Problem Based Learning (PBL) Model to improve the learning outcomes of the Qur'an Hadith material for generosity and miserliness at *Madrasah Tsanawiyah* shows a number of significant weaknesses when only applied in one school. One of the main drawbacks is that the results obtained may not fully reflect the effectiveness of the PBL model in the broader context, as the implementation and results can be greatly influenced by the specific factors that exist in the school, such as the quality of facilities, teacher readiness, and student characteristics. If only conducted in one school, the results of the study cannot be easily generalized to other schools with different conditions, making it difficult to get a comprehensive picture of the effectiveness of the PBL model as a whole. Additionally, the successes achieved in one school may not reflect the challenges or obstacles that may be faced in other schools, which may affect the effective adaptation and application of PBL models. This limitation also reduces the ability to make comparisons between different educational institutions, which is important for evaluating and developing best practices in the application of the PBL model. Therefore, to obtain a more accurate understanding of the effectiveness of PBL in improving learning outcomes in various educational contexts, research involving different schools with different conditions and characteristics is needed.

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