Increasing Students' Motivation to Learn by Using The Problem Based Learning Method on PAI Subjects at SMA Negeri 1 Sampang

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Abstract: Problem Based Learning (PBL) is one method in the learning process that can be an alternative choice solution in the learning process. What and how are the planning steps and the process of implementing the PBL method in increasing student motivation in class XI IPS 2 SMA Negeri 1 Sampang which is the background of the problem in this study which aims to obtain concrete information and steps in the planning and implementation process. the PBL method and the acquisition of student learning scores in increasing student motivation in class XI IPS 2 SMA Negeri 1 Sampang. The research method used is a qualitative approach method. The results of this study concluded that active learning in class XI IPS 2 SMA Negeri 1 Sampang includes three aspects, namely; Cognitive skills, namely initiative, activeness, cooperation, accuracy in answering students have scores above the PP-completeness of 83%. Affective; acceptance, participation, assessment/determination of character, and organization whose percentage of completeness is above 83.33%. Psychomotor; children's movements include perception, readiness, guided movements and complex movements based on observations that show that children follow well by 78.34%.

Keywords: Problem based learning; motivation; PAI Subject

A. Introduction

Education is an effort that people make to acquire knowledge, and then it is used as a basis for attitudes and behavior. The process of forming human character is carried out through the educational process. Education can also be called the process of humanization. In the whole process of human implementation there is an educational process that will produce attitudes and behaviors, and these attitudes and behaviors will eventually become their character, personality or character. It is impossible without experiencing the educational process to reach the level of a fully human being. Education is a teaching process that can produce the desired behavioral changes. Basically education is also an interaction between educators and students to achieve educational goals that occur in a certain environment, commonly called educational interaction, which is mutual influence between the two. In addition, education is also seen as an effort to develop in a positive direction and develop potential.

The development of a nation cannot be separated from the quality of its education. "The new education system also requires new factors and conditions related to physical and non-physical facilities. The development of the times requires the world of education to always strive to improve the quality of education. It is clear that to achieve the quality of education, education must be directed at the goal of national education, which is to develop the ability of students to become man who is faithful, almighty, and healthy, educated, competent, creative, independent and civilized, democratic and responsible. (Sariningsih & Purwasih, 2017).[1]

The teacher is a facilitator for students in understanding each material being taught to achieve optimal competence. Teachers should be able to seek learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers. One of the efforts that teachers can make in helping students understand the material better is to use teaching materials. Teaching materials in the context of the 2013 curriculum have been provided in the form of textbooks but according to Yunus Abidin, even though there are student books that have been provided, teachers are still creating and developing them so that students do not tend to be fixated on only one learning resource because this is contrary to the curriculum objectives, namely form graduates who are creative, critical, and multi-perspective.[2]

Education in schools or educational institutions is education that is carried out through a process of continuous interaction between educators and participants. In an effort to improve the quality of education, there are many aspects that affect the quality of education. Learning activities are interactions between educators and students including directly or indirectly, for example through media, television (TV), social communication, and the internet.[3]

In learning Islamic Religious Education, the material is almost the same starting from the basic level to the advanced level, where in the studies and materials only have different weights and emphases. With the repetition of material if it is not accompanied by different models and emphasis on achievement and is packaged, adjusted to the level of ability of students, it will lead to a lack of understanding, level of interest and motivation to learn students. With this problem, the researcher tried to use the *Problem Based Learning* Model in order to change thoughts about Islamic Religious

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[1]Sariningsih, R., & Purwasih, R. (2017). Pembelajaran Problem Based Learning untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis dan Self Efficacy Mahasiswa Calon Guru. JNPM (Jurnal Nasional Pendidikan Matematika), 1(1), 163. https://doi.org/10.33603/jnpm.v1i1.275

[2] Zein, M. (2016). Peran Guru dalam Pengembangan Pembelajaran, 12.

[3] Ninin Dwi Novita, Muhammad Nur Hadi, & Syaifullah. (2019). Efektivitas Model Problem Based Learning pada Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Motivasi Belajar di SMA Negeri 1 Pandaan. Al Murabbi, 4(2), 165–176. https://doi.org/10.35891/amb.v4i2.1432

Education which seemed boring. So that researchers hope that with this research, educators can achieve the latest curriculum targets that emphasize strengthening character education.

The learning approach can be interpreted as our starting point or point of view on the learning process, which refers to the view of the occurrence of a process that is still very general in nature, in which it accommodates, inspires, strengthens, and underlies learning methods with a certain theoretical scope. From the understanding of the approach above, teaching and learning activities in the 2013 curriculum emphasize that learning is related to an approach where the approach must be student-centered.[4]

In its implementation, a model is needed that can support teaching and learning activities. The method itself means the operational steps of the chosen learning strategy in achieving the learning objectives. According to the dictionary Purwadarminta (1976) method is a way that has been organized and well thought out to achieve something purpose. According to the Big Indonesian Dictionary, the method is a systematic way of working to facilitate the implementation of an activity in order to achieve the specified goals.

One approach that is in accordance with the latest curriculum is the *Problem Based Learning* approach . *Problem based learning* itself has the purpose and benefits of training the development of creative and innovative mindsets of students. The *Problem Based Learning* model is student-centered so it fits perfectly with the current education curriculum.

In the process of learning activities, especially in the *Problem Based Learning* model itself has several strategies and methods. Where in the achievement of the educational curriculum, especially in the subject of Islamic Religious Education, educators are required to be able to construct this approach with its own methods, media and strategies. In carrying out teaching and learning activities, an educator must be able to use techniques and tactics that are in accordance with the characteristics of their students and the facilities owned by the institution.[5]

The *Problem Based Learning* model is an approach that helps an educator to convey knowledge to students in accordance with the latest educational curriculum. In this approach there are many methods of media strategy and tactics of an educator in their use and implementation procedures in teaching and learning activities. In essence, the expected learning as intended includes observing, asking, trying, processing, presenting, concluding, and creating for all subjects. In its implementation, a model is needed that can support teaching and learning activities. The method itself means the operational steps of the chosen learning strategy in achieving the learning objectives. According to

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[4] Ramadhan, I. (2021). Penggunaan Metode Problem Based Learning dalam meningkatkan keaktifan belajar siswa pada kelas XI IPS 1. Cetta: Jurnal Ilmu Pendidikan, 4(3), 358–369. https://doi.org/10.37329/cetta.v4i3.1352

[5] Arifin, N. (2020). Efektivitas Pembelajaran Stem Problem Based Learning Ditinjau dari Daya Juang dan Kemampuan Pemecahan Masalah Matematis Mahasiswa PGSD. JPMI (Jurnal Pendidikan Matematika Indonesia), 5(1), 31. https://doi.org/10.26737/jpmi.v5i1.1644

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In the implementation of teaching and learning activities, an educator must be able to use techniques and tactics that are in accordance with the characteristics of the students and the facilities owned by the institution. So it can be concluded that the *Problem Based Learning* Model is an approach that helps an educator to convey knowledge to students in accordance with the latest educational curriculum. In this approach there are many methods of media strategy and tactics of an educator in their use and implementation procedures in teaching and learning activities. In essence, the expected learning as intended includes observing, asking, trying, processing, presenting, concluding, and creating for all subjects.[6]

The research method used in this study is a type of research with a qualitative approach, that this research strategy is a strategy that has a number of characteristics from a series of interconnected assumptions that are unique. The subjects of this research were PAI subject teachers and students of class XI IPS 2 SMA Negeri 1 Sampang as objects.

Data collection techniques used are observation, in-depth interviews, and documentation. Regarding the validity of the data, it must also be considered, there are criteria for checking data by means of criteria for the degree of trust (credibility). With credibility, research results can always be maintained, there are several ways to maintain the credibility of research results such as triangulation validation, member checks, and expert opinions. The analysis was carried out through three activity lines, namely data reduction, data presentation and conclusion drawing, in which there were three flows in analyzing data, namely data reduction, data presentation and conclusion drawing/verification.

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[6] Syam, M., & Haryanto, Z. (n.d.). Pengaruh Model Problem Based Learning terhadap Kemampuan Pemecahan Masalah Mahasiswa pada Mata Kuliah Fisika Dasar di FKIP Universitas Mulawarman. 4.

B. Result and Discussion

In the implementation of problem based learning (PBL) it shows the following results:

1. Problem solving process (reflection)

The problem solving process in this learning is a process or activity that is planned and implemented in order to get a problem solving of the problems faced by students (Prasetyo, nd) in problem solving, especially in the learning process, it is necessary to determine what students' knowledge and funds are still a problem. so that a general picture can be obtained in finding solutions and solving these problems (Ramadhan, 2021) in the final activity in learning, reflection on the learning activities they have done, the stages of the learning process from the beginning of formulating the problem, to presenting the report they made, so as to strengthen mastery of the material lesson. This requires students to be able to integrate every system from cognitive, metacognitive, to self- regulation and other strategies (Akhsani & Jaelani, 2018) in order to find solutions and find out the obstacles of the learning process carried out.[7]

2. Learning gain

This process is related to the learning outcomes obtained by students. Assessment of learning outcomes is applied to students in knowing and obtaining whether these students are competent or not competent in mastering an ability in learning. The acquisition of learning outcomes includes the cognitive, affective and psychomotor domains, and the three domains cannot be separated from one another easily. (Hotijah, nd) In the cognitive domain of student activities, the results show that the average student initiative is 18.83 or 75. .33% of the maximum score of 25, in the aspect of learning motivation the average value is 20.67 or 82.68%, the average value of cooperation is 20.67 or 90.86% and the presentation aspect is 19.5 or 78%. From the overall results, the average value obtained by the group is 81.66, which means 82% rounding.

From the percentage results obtained, it turns out that PAI learning with the problem based learning (PBL) method makes students able to work together with their friends, it is shown by the high percentage in this aspect which is 90.86%. Cooperation is also shown by communicating with each other , asking each other questions. Initial communication is done with group members when doing assignments. Intensive communication and question and answer conducted by fellow group members fosters the courage of children to ask questions to the teacher, especially if the teacher comes to or approaches the group position. Here there is a change in attitude towards children because from asking and answering questions to exchanging ideas with friends, students become more active in learning. This situation can be described as a question and

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[7] Amalia, R., & Putra, E. D. (2019). Refleksi Pembelajaran: Modifikasi Problem Based Learning untuk Mendeskripsikan Kemampuan Berpikir Kritis Mahasiswa. 7.

answer method that has this power. The participation aspect also shows a good score of 4.00 or 80.00%, meaning that students can participate actively in learning and like learning in groups or group discussions. Indeed, as stated by several students, the most exciting step is when they complete assignments and have discussions with their group of friends. They also feel more comfortable, exciting, fun, more enthusiastic and less tense with group learning. In the aspect of assessment or attitude determination, namely the ability of students to provide an assessment expressed by behavior, for example a sense of pleasure can be seen from the seriousness and enthusiasm of students in learning. Learning outcomes from attitudes are the capabilities that underlie various types of performance, the fruit of learning is also the formation of internal conditions that affect individual choices for personal action, if the learning attitude is carried out positively, then these students tend to follow the learning process and good learning process.

Judging from individual actions and students' motivation in learning and obtaining the group average score of 4.00 or 80.00%. according to the researcher's opinion from the students' attitudes, so it can be said that they enjoy learning with the problem based learning method. Organization is an aspect in seeing students' ability to resolve conflicts or group problems in completing student learning tasks. This aspect requires high seriousness or seriousness, but in general students can do well. This can be seen from the score, although the smallest is 3.83 or 76.67%, but still above the KKM.

For the results of the discussion (psychomotor) observations, it shows that the psychomotor aspect of the child's perception of motion is the ability to respond to questions asked by the teacher and the readiness aspect, namely how children position/place themselves in their group when the teacher gives an explanation, get a good score with an average of 4.00 or 80.00%. This is the initial capital of learning because the attitude of students has entered into a learning condition. Students have chosen to focus themselves and their minds on learning, meaning that children can maintain class order during the learning process. In the aspect of guided movement, namely how students can sit according to the group division when the teacher explores and does the task, it reaches a sufficient value of 3.83 or 76.67% of students are ready to do cooperative learning which is the hallmark of learning-based problem (PBL). In group learning, each student will work together to express their respective opinions so that students will accept each other's opinions from all groups. The feeling of mutual benefit allows students to work well together, they can complement each other, share and support each other. The complex movement aspect shows a good score of 3.83 or 76.67%, this means that students can follow the learning steps and carry out the tasks given by the teacher.

C. Conclusion

The results of the research conducted that problem-based learning (PBL) is quite effective in developing students' abilities and in this learning, students also have character values contained in learning activities such as the value of responsibility, cooperation, democracy, and others. others, as well as participants of students can participate actively in the express opinion and the input is related to the content of the learning carried out by the student. Suggestions for problem-based learning, teachers are expected to be able to understand well what needs to be prepared in preparing lesson plans, including for students, to be more active, and be able to understand every lesson delivered by the educator or teacher. The results of the research conducted that problem-based learning (PBL) is quite effective in developing students' abilities and in this learning, students also have character values contained in learning activities such as the value of responsibility, cooperation, democracy, and others. other students, and students can participate actively in expressing their opinions and input related to the content of the learning carried out by these students. Suggestions for problem-based learning, teachers are expected to be able to understand well what needs to be prepared in preparing lesson plans, including also for students, to be more active, and be able to understand every lesson delivered by educators.

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