



APPLICATION OF THE PROBLEM BASED LEARNING MODEL TO IMPROVE LEARNING OUTCOMES OF FIKIH IN ZAKAT FITRAH MATERIALS

Asan Saiful Rijal

MIS Darul Falah, Tuban Indonesia
e-mail: asansaifulrijal@gmail.com

Siti Mukholimah

MIN 2 Kediri, Indonesia
e-mail: sitimukholimah@gmail.com

Imam Annas Mushlihin

IAIN Kediri, Indonesia
e-mail: myannaz@yahoo.com

Mohammad Yasin*

IAIN Kediri, Indonesia
e-mail: yasinmuhammad106@yahoo.com

Iwan Marwan

IAIN Kediri, Indonesia
e-mail: iwanmarwan@iainkediri.ac.id

AB Musyafa' Fathoni

IAIN Kediri, Indonesia
e-mail: musyafa77@gmail.com

Ahmad Sholihuddin

IAIN Kediri, Indonesia
e-mail: sholihuddin@iainkediri.ac.id

*Correspondence: e-mail: yasinmuhammad106@yahoo.com

Article Info

Article History:

Received 29 June 2023

Revised 29 September 2023

Accepted 22 October 2023

*Available online 11 Jan
2024*

Abstracts

Looking at several indications that students learning outcomes in the Fiqh subject are still not satisfactory, many students are passive and still afraid to ask the teacher, and students' courage to speak is still lacking, because teachers don't get students used to trying to find answers and ask questions. Regarding these indications, learning models play an important role in the teaching and learning process because the success of learning is influenced by effective models in an institution. This research uses classroom action research methods. In this research, the researcher wants to know how the Problem Based Learning (PBL) model is applied and what the learning outcomes are from applying the PBL model in Class V FIQH learning at MI Darul Falah. The results of this research prove that the application of the PBL learning model can improve student learning outcomes. This can be seen in the first post test of students who scored <75 as many as 6 students (24%) and students who got a score >75 as many as 19 students (76%) with a class average of 84.4. Meanwhile, the second posttest scores of students who got a score <75 were 0 students (0%) and 25 students scored >75 with a class average of 93.2. In cycle II, student learning outcomes increased with a completion percentage of 100%. This is based on the minimum completeness criteria, namely 75.

Keyword: Problem Based Learning, Learning outcomes, Results study

Introduction

Law of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Furthermore, Article 3 affirms that national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The increasing prevalence of various educational institutions, especially in MI education which realizes the need for various approaches and the use of learning models used in the implementation of the independent curriculum, shows that a teacher-centered approach is seen as less effective and makes students less active in learning. The teacher-centered approach prioritizes the teacher's teaching process so that it forgets the learning process of students in the classroom. By allowing students to be passive, they will find it difficult to develop their potential, so that it will affect the difficulty of students to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

In general, problems in the quality of education are often associated with declining learning outcomes obtained by students. There are several factors that cause the low achievement of learning outcomes, including the learning process or goal achievement activities that are not in accordance with the learning objectives that have been set, student characteristics, and characteristics in the subject matter. The independent curriculum has massively begun to be applied to various educational institutions in Indonesia and is expected to achieve national education goals and improve the quality of education.

Madrasah Ibtidaiyah Darul Falah is one of the schools that has attention to improving the quality of education. At this time, the educational curriculum demands learning that involves more students actively participating. However, the observations show that students are still unable to understand the subject matter taught, one of which is the Zakat Fitrah material which is class V material. The obstacles for students in learning zakat fitrah material stem from the many provisions in zakat fitrah consisting of understanding zakat fitrah, zakat fitrah law, zakat fitrah requirements, zakat fitrah pillars, mustahik zakat fitrah, and zakat fitrah time so that these obstacles result in student learning outcomes being less than optimal. This is evidenced by the average score of students on zakat fitrah material in class V which only reaches 75.00.

It is said that it has not been maximized because there are still many students who have not reached KKM (Minimum Completeness Criteria) in Jurisprudence subjects, which is 75. Learning is said to be successful if the following characteristics are followed, namely: first, the absorption of the teaching material taught is high, both individually and in groups, the second, the behavior set in specific teaching objectives has been achieved by students both individually and in groups, and lastly, the occurrence of a process of understanding the material that can sequentially lead to the next stage of material (Rusmono 2017).

Learning is said to be successful if the following characteristics are followed, namely: first, the absorption of the teaching material taught is high, both individually and in groups, the second, the behavior set in special teaching objectives has been achieved by students both individually and in groups, and lastly, the occurrence of a process of understanding the material that can sequentially lead to the next stage of material (Pupuh Fathurrohman and M. Sobry Sutikno, 2010).

One alternative learning model that allows the development of students' thinking skills (reasoning, communication, and connection) and can improve student learning outcomes is the problem-based learning model or better known as the problem-based learning (PBL) model. The problem-based learning (PBL) model is the right choice, because it is a learning model that is in accordance with the scientific approach in the implementation of the independent curriculum.

Based on observations, it shows that there are several problems faced in the teaching and learning process, especially in Fiqh subjects. Teachers still use the lecture method in explaining learning material, subject matter that is difficult for students to understand is; The media used is still less varied so that students are less active in learning and even make students still look confused in understanding the material. As a result, fiqh learning still does not meet the criteria for the completeness of KKTP.

In order for Fiqh learning in schools to be more meaningful for students so that they can apply this knowledge in everyday life, teachers must be able to choose the right learning methods, models or strategies so that students can actively follow learning well which can improve the quality of learning so that it is more meaningful. One of the learning models that can be applied in actively involving students to support the smooth teaching and learning process is to use the Problem Based Learning model.

Therefore, researchers tried to conduct a classroom action research entitled: Application of the Problem Based Learning Model to Increase Activeness and Learning Outcomes in the Jurisprudence Subjects of Zakat Fitrah Class V MI Darul Falah for the 2023/2024 Academic Year.

Methods

This type of research is classroom action research (PTK) or called Classroom Action Research (CAR). In Arikunto's opinion, classroom action research is an examination of learning activities (learning) in the form of an action that is deliberately raised and occurs together in a class. (Arikunto, 2014). The object of this study is the Jurisprudence Subject of Zakat Fitrah class V MI Darul Falah for the 2023/2024 academic year.

The data collection technique that will be used in this research is using tests, tests are students' written exams to measure the extent of students' abilities in mastering the material. The learning implementation instrument uses teaching modules, media and materials to be delivered. The data collection instrument uses a written test. The learning outcome scores and averages for each cycle are calculated using the following formula:

$$Skor = \frac{B}{N} \times 100\%$$

Information:

B = Number of questions answered correctly

N = Number of all questions

$$x = \frac{\sum x}{n}$$

Information:

x = Average value

$\sum x$ = Total student scores

n = Number of students

Results and Discussion

Findings

A. Description of Classroom Action Research Data

This research was conducted in odd semester (I) in class V MI Darul Falah Academic Year 2023/2024. This research took place in odd semester 2023-2024. In Class V MI Darul Falah, the number of students is 22 consisting of 14 male students and 8 female students. The number of hours of Fiqh lessons is 2 hours per week. In every 2 hours of lessons totaling 35 minutes. Researchers held CAR Cycle I and Cycle II with the observation of a colleague named Badi' Badriyah, S. Pd. I. After the learning ended, researchers held a discussion with colleagues discussing the findings of researchers from peer observations. The results of observations on teacher observation sheets and student observation sheets, then researchers analyzed only 100% of grades.

1. Results of Cycle I Research

In cycle I based on CAR steps as follows:

a) Planning Phase

At the planning stage there are various activities as follows:

Determine the class of the research subject, then compile / prepare a Teaching Module with CP: Students understand and analyze the provisions on zakat fitrah.

Furthermore, prepare learning media in the form of 19-minute videos related to zakat fitrah content, prepare Student Worksheets (LKPD), prepare the material taught, talk about events, prepare observation sheets, prepare evaluation tools, prepare learning observation formats (to find out student learning activity)

b) Implementation Phase of Class Action

In the implementation of cycle I actions, learning activities are carried out 1 x meeting as follows: (Using video learning)

1.) Introduction

The teacher says greetings, the teacher asks for news, then the teacher carries out attendance, the teacher conditions students for learning, guides students to pray, then the teacher invites the habit of reading Asmaul Husna, the teacher conditions students for learning the teacher conveys learning objectives and conveys CP and KKTP, the teacher asks the material beforehand, the teacher gives lighter questions, then builds enthusiasm (ice breaking).

2.) Core Activities

The teacher directs students to watch learning videos, the teacher clarifies additional material for students who do not understand. The teacher then gives students the opportunity to respond to the video in coherent language, the teacher divides students into 3 groups, then each group observes the video and concludes the material in the video, when students observe the video the teacher gives an explanation so that students can conclude the content of the video, student activeness in seeking information, cooperation between students on teaching materials, student motivation to learn, Determination of time in doing assignments (tests given by the teacher).

3.) Concluding

The teacher guides students to conclude the learning that has been done, the teacher gives an assessment / reflection on learning activities, provides reinforcement, reminds understanding and follow-

up, delivers the next material, closes with prayer readings and closing greetings.

c) Observation/Evaluation Phase

Observations will be made by researchers and peers

1.) Observation aids are observation sheets, Student Observation Sheets, and Teacher Observation Sheets.

2) Observations were made on the implementation of the teaching and learning process in class V MI Darul Falah, Menilo Village, Soko District, Tuban Regency.

d) Reflection Stage

From the results of the implementation of actions and observations of the speaking ability of grade V students of MI Darul Falah, Tuban Regency, an average score of 79.7 (category B proficient) was obtained, so it was not in accordance with the success indicators. Oleh therefore will also be followed up in cycle II.

2. Cycle II Research Results

In cycle II based on PTK steps as follows:

a) Planning Phase

At the planning stage there are various activities as follows:

Determine the class of the research subject, then compile / prepare a Teaching Module with CP: Students understand and analyze the provisions on zakat fitrah.

Furthermore, prepare learning media in the form of 19-minute videos related to zakat fitrah content, prepare Student Worksheets (LKPD), prepare the material taught, talk about events, prepare observation sheets, prepare evaluation tools, prepare learning observation formats (to find out student learning activity).

b) Implementation Phase of Class Action

In the implementation of cycle II actions, learning activities are carried out 1 x meeting as follows: (Learning Video)

1.) Introduction

The teacher says greetings, then the teacher guides the students to pray, then the teacher appreciates the students, the teacher conditions the students for learning the teacher conveys the learning objectives.

2.) Core Activities

The teacher explains what changes are in the video, the teacher shows some videos to students by giving additional explanations to help children easily understand the video media, then gives students the opportunity to respond to the video in coherent language, the teacher divides the students into 3 groups, then each group observes the video and tells the video, when students observe the video the teacher gives an explanation so that students can tell the content of the video, student activeness in seeking information, cooperation between students on teaching materials, student motivation to learn, determination of time in doing assignments (tests given by the teacher).

3.) Concluding

The teacher delivers the material used, the teacher gives an assessment /reflection on learning activities, assigns assignments to students either independently or in groups, conveys the next lesson plan.

c) Observation/Evaluation Phase

- 1.) Observations will be made by researchers and peers
- 2.) Observation aids are observation sheets, Student Observation Sheets, and Teacher Observation Sheets;
- 3.) Observations were made on the implementation of the teaching and learning process in class V MI Darul Falah. For each cycle. These factors that are observed are student invoices.
- 4.) Activities in participating in KBM
- 5.) Student activeness in discussions
- 6.) Student activeness in asking questions
- 7.) Fluency of students in answering questions

d) Reflection Stage

From the results of planning, implementing actions and observing the speaking ability of grade V students of MI Darul Falah, an average score of 77.5 was obtained. Has undergone changes and learning outcomes (Good category) This means that it is in accordance with the success of at least 70.

Analysis

The results of research conducted in cycles 1 and 2 on improving the learning outcomes of class V students at MI Darul Falah on zakat fitrah material very significant increase. Students' attitudes in participating in learning activities using audio-visual media are more enthusiastic than when listening to explanations of material in lectures. The increase in student learning outcomes on adab material for parents and teachers can be seen in the table below:

Table 1. Data on improving student learning outcomes

No	Cycle	Average value	Absorption	Completeness
1	Cycle 1	79.07	79.07%	100%
2	Cycle 2	85.07	85.07%	100%

From the table above, it can be seen that the average score obtained by all students in cycle 1 was 90.23. In the pre-action stage, the speaking results obtained by students have an average score of writing test ability of 79.7 or can be said to be less than the minimum completeness criteria standard, which is 80. Most students have not been able to carry out the indicators of every aspect. Classically, only 36.6% are completed in the CP.

Conclusion

Based on the discussion of research results that have been described in the subchapter above. The discussion focused on improving the ability to do written tests and with language games. In the pre-action stage, the speaking results obtained by students have an average score of writing test ability of 79.7 or can be said to be less than the minimum completeness criteria standard, which is 80. Most students have not been able to carry out the indicators of every aspect. Classically, only 36.6% are completed in the CP.

In the second cycle of research, it can be seen that the improvement in the speaking ability of grade V students of MI Darul Falah has increased. This is evidenced in cycle I the average speaking score of students is 79.7% (proficient) and in cycle II there is an increase with the average score of students 85.7% (proficient). Thus it can be concluded that, (1) by using video learning media techniques in cycle 1 it turns out to be able to increase student speaking achievement (2) by using learning videos and language games in cycle 2, it turns out that students increase their ideas in speaking.

References

- _____ (1998). *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta : Erlangga.
- _____ (2011). *Penelitian Tindakan Kelas*. Jakarta : PT. Bumi Aksara. Arsyad G. dan Mukti.
1991. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*.
- Arikunto, Suharsimi (2010) *Prosedur Penelitian Suatu Pendekatan Praktik*.
- Bloom. Benyamin S. <http://triatra.wordpress.com/2011/09/15/taksonomi-bloom/> Ridwan C (2009). *Problem Based Learning*. (<http://ridwan13.wordpress.com>) Doni Koesoema (2007). *Pendidikan Karakter*. Jakarta: Grasindo.
- Ety Rochaety (2006). *Sistem Informasi Manajemen Pendidikan*. Jakarta: Bumi Aksara
- Hasada, Hidayat (1994). *Evaluasi Penerapan dan Pendidikannya dalam Pengajaran Bahasa Indonesia*. Jakarta : ALPABETA.
- Otomo, Dananjaya (2010). *Media Pembelajaran Aktif*. Bandung : IKAPI.
- Puji Santoso, dkk (2007). *Materi dan Pembelajaran Bahasa Indonesia*. Jakarta : UT. Semi, dkk (1990). *Rancangan Pengajaran Bahasa Indonesia*. Bandung : Angkasa
- Pupuh Fathurrohman dan M. Sobry Sutikno (2010). *Strategi Belajar Mengajar: Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum & Konsep Islami*. Bandung: PT Refika Aditama.
- Rusmono (2017). *Strategi Pembelajaran Dengan Problem based learning Itu Perlu: Untuk Meningkatkan Profesionalitas Guru*. Bogor: Ghalia Indonesia.
- Soeparno (1987). *Media Pengajaran Bahasa*. Yogyakarta: PT Intan Pariwara Subana (2008). *Strategi Belajar Bahasa Indonesia*. Jakarta :Pustaka Setia.
- Sumardi,dkk (1998). *Bahan Pendidikan dan Penelitian Bahasa Indonesia*. Jakarta : Depdikbud.
- Suyatno (2005). *Permainan Pendukung Pembelajaran Bahasa dan Sastra*. Jakarta : Grasindo.
- Tarigan (1993). *Prinsip-prinsip Dasar Metode Riset dan Sastra Indonesia*. Bandung : Angkasa.
- Tarigan. Djago (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa.
- Utari. Sri (2003). *Metodologi Pengajaran Bahasa*. Jakarta : PT. Gramedia Pustaka Utama.
- Wasid Iskandar (2008). *Strategi Pembelajaran Bahasa*. Jakarta : Rosela. Kusnandar (2008). *Penelitian Tindakan Kelas*. Jakarta : Jagarafindo Persada. Mansyur (2009). *Dasar-dasar Interaksi Belajar Bahasa Indonesia*. Jakarta: Jemmar. Mudini (2009). *Pembelajaran Berbicara*. Jakarta : Departemen Pendidikan Nasional. Oemar Hamalik (2008). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.