

**EFFORT INCREASE RESULTS STUDY STUDENT ON FIKIH SUBJECT USING
PROBLEM BASED LEARNING (PBL) METHOD IN CLASS VI MI MIFTAHUL
ANWAR KURUNGREJO NGANJUK REGENCY**

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Abstracts

Classroom action research was carried out because the percentage of student completion was only 59% of students whose scores met the KKM, with the use of Problem Based Learning (PBL) in Fiqh learning it is hoped that it will be able to improve student learning outcomes in accordance with the learning objectives. The formulation of the research problem is how to implement fiqh learning using the PBL method and how to improve student learning outcomes in fiqh lessons using the PBL method at MI Miftahul Anwar Kurungrejo Prambon Nganjuk. This research uses the steps of preparing a plan, taking action, making observations, and doing reflection. The object of this research is MI class VI student Miftahul Anwar in the fiqh subject. The results of classroom action research are the application of the PBL learning method with several stages starting from preparing problems or problems that will be solved by students. The application of the PBL learning method is based on data obtained from cycles I and II. It can be seen that the application of the PBL learning model in Fiqh subjects can improve student learning outcomes. In cycle I the percentage of achieving the minimum completeness criteria was 70.59% and in cycle II the percentage of achieving the minimum completeness criteria was 94.18% > 0% so that with these data it can be concluded that the success criteria for student learning outcomes research have been achieved.

Keyword:

Problem Based Learning (PBL), Student Learning Outcomes, Fiqh, students

Introduction

Education is an important issue for all of humanity and has always attracted much attention. The foundation and hope for developing individuals and society.

Education is also a tool for advancement civilization, developing society and printing Generations capable of acting on the wishes of the state. Therefore, in order to improve the quality of national education in line with progress era, innovation system education national For To achieve this goal, the vision, mission and goals of national education are to become quality human beings who are able to face the challenges of the ever-changing times. The functions and objectives of national education in Republic of Indonesia Law no. Number 20 of 2003 concerning the national education system is: "National education functions to develop abilities and shape the character and civilization of the nation and aims to develop the potential of students so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible"

From the law above, it can be seen that apart from professionalism in the fields of teaching, personality and society, teachers emphasize teacher professionalism in the learning process. Because teacher professionalism in the learning process can create a classroom atmosphere that is useful, innovative, creative And interesting, so that stimulate Spirit Study student, active carry out learning activities, and develop students' potential to understand subjects.

However, in reality, teacher professionalism has not been reflected well, this proves that there are still many teachers who only teach texts. Do not have the skills to change the way of teaching (learning approach), the use of learning media, and patterns of student interaction and activity in learning. This makes the learning process seem monotonous, causing student not enough interested in process learning And feel fed up and bored. Makes students unable to understand the topic. This misunderstanding can affect solution task studying And result results Study student who not enough satisfying. Understand emphasis on material lesson important to achieve student learning success. Role Teacher very important in increase understanding student, Teacher Those who only use the lecture method without interspersing with other methods will make it worse for students who are lazy in learning. Many students fall asleep and laze around when the teacher uses the lecture method. So that process activity Study teach achieved naturally Also must supported by the selection of appropriate learning methods and models, so that learning success is achieved well. To achieve a learning activity, it is very necessary to apply a learning model. Application model is something model Which put into practice or applied on students, one of which is the Problem Based Learning (PBL) model. A teacher in the teaching and learning process is required to be able to use various things method learning Which interesting For create process Study which is conducive. One interesting learning method is Problem Based Learning . Teachers can use this method in delivering Fiqh learning material. Based on results observation in class VI as much 10 student from 17 student or 59% of students' scores are still below the KKM, the author proposes a Problem model Base Learning (PBL) in learning Fiqh Which in accordance with demands curriculum 2013 so that problem in on about implementation thematic learning and the results to be achieved in accordance with the learning objectives can be obtained as they should. The learning method chosen to carry out this fiqh learning is Problem Base Learning (PBL) , because this method is able to develop students' thinking abilities to solve problems.

In Tan's opinion, "the PBL method is an innovation in learning, because in the PBL method students' thinking abilities are truly optimized through process Work group or team Which systematically, so that students can empower, hone, test and develop their thinking abilities on an ongoing basis." According to Hasiao, the PBL method is "Learning that starts with exists problem Which must resolved, No started with "learning teaches lesson content like in conventional learning that we usually encounter"

Methods

This classroom action research was carried out in December 2022 located at MI Miftahul Anwar Kurungrejo District. Prambon Regency Nganjuk as one of the madrasas that was not established long ago in 2015 but has already been established Accredited B in 2019. The main subject of this research is class VI MI Miftahul Anwar Kurungrejo, with 17 students, 13 males and 4 females child. The research focuses on learning fiqh subjects implemented starting December 2022 at MI Miftahul Anwar Nganjuk Year Lessons 2022/2023. This classroom action research was carried out with a time allocation of 4 hours lesson, 2 meetings. The material taught is in accordance with mapping of core competencies, basic competencies and indicators in class VI is material about halal and haram drinks in fiqh learning. Cycle on This classroom action research uses the Kemmis and Mc Taggart PTK model because the steps in the action are simple, so they are easy to understand researcher. Another consideration for using this model is because of the problems that arise encountered in class require resolution through PTK. For that it requires research model that suits 19 classroom problems. Following Kemmis and McTaggart's PTK model describes four stages, namely: planning, implementation, observation, and reflection (Kasbolah 1998).

Results and Discussion

Findings (can be in form of subheading)

The researcher carefully observed the conditions and situations of class VI which would be used as research objects and conducted an initial test or pre-test. On Thursday, December 1 2022, researchers gave an initial test or pre-test regarding halal and haram drinks. This pre-test lasted 30 minutes and was attended by all students. In this initial test the researcher gave a total of 10 questions as attached. From the initial test, an average score of 57.92 was obtained. The results of the initial test or pre-test are quite far from maximum completeness (KKM) Which will used by researcher that is 90%. With test beginning or pre test, the researcher decided to carry out research actions with beverage material halal And haram with use model learning Problem Base Learning (PBL) to improve student learning outcomes.

Cycle I

Cycle I will be held on December 6 2022 to carry out the test evaluation I. As for material Which will be delivered is Drink halal And haram. The cycle 1 process will be described as follows planning, Implementation, observation, reflection. A plan is a series of actions to improve what will happen. The plans that the author will carry out include Determine the material to be taught, namely material about Halal and Haram Drinks, Compile plan implementation learning (RPP), Prepare media learning Which needed, Make LKPD Which needed, Compile tool evaluation along answer key, Make sheet observation participant educate and teachers.

The implementation of teaching and learning activities for cycle 1 will be carried out on December 6 2022 at MI Miftahul Anwar to class VI students. At the implementation stage, the action is the implementation of the RPP that has been previosy formulated, namely preliminary, core and closing activities. The implementation of cycle I was carried out in one meeting and was carried out offline Observations were made by researchers during the teaching and learning process, what the researchers observed were: teacher activities, student activities and student learning outcomes.

Tabel 1. Final Test Cycle I

	Completeness
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No.	Name	L/P	Mark	Complete	No Complete
1.	ABDUL AZIS WIJAKSONO	L	60		√
2.	A. ZIDAN RAFFI STAR P	L	70	√	
3.	ALFIAN FAHMI NUR MUHAMMAD	L	70	√	
4.	AMIR HASAN ALAM KOERULOH	L	60		√
5.	THERE WIBIKSON	L	90	√	
6.	BEING AURA FITNESS	P	100	√	
7.	HANDRIANS AKBAR FAUZI	L	40		√
8.	HUSNA ARDYAN NAFISA	P	100	√	
9.	LUQMAN AFIF ANDRE SAPUTRA	L	90	√	
10.	m AFFAN NASIMA SAWA	L	100	√	
11.	m ALFIAN NUR MU'ARIFIN	L	70	√	
12.	m AZRIEL REHANDIKA	L	100		
13.	m MUSLIKHUDDIN ASSYARIF	L	80	√	
14.	NUR BADI' WANA	L	20		√
15.	RIZKY PRIMARY HARIYANTO	L	90	√	
16.	SAYYIDATI QUROTAAAYUN	P	100	√	
17.	SITI HABIBATUL LATIFAH	P	90	√	
Amount			1330		
Average			78.23		
Amount student Which complete			12		

Based on the data in the table above, it can be seen that 12 students (70.59%) got a score ≥ 70 and 5 students got a score below 70. 5 student (29.4 1%). criteria completeness can seen on table following:

Tabel 2. Interval Completensess Study Classical

No	Intervals	Category
1	0 – 39 %	Very Low
2	40 – 59 %	Low
3	60 – 74 %	Currently
4	75 – 84 %	Tall
5	85 – 100 %	Very Tall

Based on the table above, those carried out in cycle I achieved a classical completeness score of 70.59% of the KKM score of 70, which means it has not yet reached indicator success Which has set ie 90 %, so need to improve planning for improvement through cycle II actions. Apart from the results of observations made, field notes were made of important things that occurred during the learning activities which were not included in the indicators or descriptors on the observation sheet. Based on the calculations above regarding student learning completeness amounting to 70.59% (12 students) meaning that there are 11 students who have completed the total of 7 students with a KKM target of 70, so 5 students have not completed it, so it is necessary to continue to cycle II in order to get the specified KKM target.

Cycle II

Cycle II will be held on December 14 2022 to carry out test evaluation II. The material that will be presented is halal and haram drinks. The cycle II process will be described as follow planning, Implementation, observation, reflection. Before carrying out an activity, it would be better to start with a plan, so that the activity to be carried out can run smoothly according to what was previously planned. In this research, the researcher first prepares the following things that will be carried out in the research: Plan learning, Prepare learning Media, Develop scenario learning, Compile sheet Work learners, Convey source Study And media Study, Develop format evaluation, Develop format observation learning And interview Which will be used when implementing class actions and to strengthen data results test added with documentation, compile evaluation form tests, and meet with class teachers to coordinate the work program in implementation.

The actions carried out by researchers during cycle II were carried out on Wednesday, December 14 2022, in 1 meeting consisting of 2 x 35 minutes (2 class hours). The material taught for the first cycle is halal and haram drinks. At the implementation stage, the actions are: implementation from lesson plan Which has formulated previously that is introductory, main and closing activities. The implementation of cycle II was carried out in one meeting and was carried out offline. Observations were made by researchers during the teaching and learning process, what the researchers observed were: teacher activities, student activities and student learning outcomes. During activity process learning ongoing, Teacher observing student activities using observation sheets for assessment. The results of observations made in cycle II are as follows:

Tabel 3. Result Final Test Cycle II

No.	student	L/P	value	information	
				complete	not complete
1.	ABDUL Aziz WISE	L	80	√	
2.	A. ZIDAN RAFFI STAR P	L	80	√	
3.	ALFIAN FAHMI NUR MUHAMMAD	L	70	√	
4.	AMIR HASAN NATURAL KOERULOH	L	70	√	
5.	ARYO WIBIKSONO	L	90	√	
6.	BEING AURA FITNESS	P	90	√	
7.	HANDRIANS AKBAR FAUZI	L	60		√
8.	HUSNA ARDYAN NAFISA	P	90	√	
9.	LUQMAN AFIF ANDREW SNAP	L	70	√	
10.	M AFFAN NASIMA SAWA	L	90	√	
11.	M ALFIAN NUR MU'ARIFIN	L	70	√	
12.	M AZRIEL REHANDIKA	L	70	√	
13.	M MUSLIKHUDDIN ASSYARIF	L	90	√	
14.	NUR BADI' WANA	L	70	√	
15.	RIZKY PRIMARY HARIYANTO	L	90	√	
16.	SAYYIDATI QUROTAAAYUN	P	100	√	
17.	SITI HABIBATUL LATIFAH	P	70	√	
Amount			1350		
Average			79,41		
Amount students which done			16		

Based on the data in the table above, the results can be seen that 16 students (94.18%) scored > 70 and 2 students (5.82%) scored below 7. The completeness criteria can be seen in the following table:

Tabel 4. Intervals Completensess Study Classical

No	Intervals	Category
1	0 – 39 %	Very Low
2	40 – 59 %	Low
3	60 – 74 %	Currently
4	75 – 84 %	Tall
5	85 – 100 %	Very Tall

Based on the table above, what was done in cycle II achieved a classical completeness score of 94.18% of the KKM score of 70, which means that it has achieved the predetermined success indicators, so there is no need for improvement planning. Based on the calculation above, learning completion is 91.67% (22 students), meaning there are 22 students who have completed the total of 24 students with the KKM target. 70, so Which Not yet complete as much 2 student, so that cycle stopped because it has achieved the specified KKM target.

Analysis

In the learning activities that have been carried out in cycles I and II, data collection has been carried out with evaluation to determine student learning outcomes by applying the Problem Based Learning (PBL) learning model. based on research data that has been carried out on subjects

Fiqh in class VI MI Nurussalam Patianrowo Nganjuk, there is exists increasing learning outcomes by implementing the Problem Base Learning (PBL) learning model. The following are the results of research carried out in cycles I and II:

Tabel 5. Results Study Cycle Students I dan II

No.	Student	Cycle I			Cycle II		
		Mark	Q	TT	Mark	Q	TT
1.	ABDUL AZIS WIJAKSONO	60		√	80	√	
2.	A. ZIDAN RAFFI STAR PRIMARY	70	√		80	√	
3.	ALFIAN FAHMI NUR MUHAMMAD	70	√		70	√	
4.	AMIR HASAN NATURAL KOERULOH	60		√	70	√	
5.	THERE WIBIKSON	90	√		90	√	
6.	BEING AURA FITNESS	100	√		90	√	
7.	HANDRIANS AKBAR FAUZI	40		√	60		√
8.	HUSNA ARDYAN NAFISA	100	√		90	√	
9.	LUQMAN AFIF ANDRE SAPUTRA	90	√		70	√	
10.	MUHAMMAD AFFAN NASIMA SAWA	100	√		90	√	
11.	M. ALFIAN NUR MU'ARIFIN	70	√		70	√	
12.	MUHAMMAD AZRIEL REHANDIKA	100			70	√	
13.	m MUSLIKHUDDIN ASSYARIF	80	√		90	√	
14.	NUR BADI' WANA	20		√	70	√	
15.	RIZKY PRIMARY HARIYANTO	90	√		90	√	
16.	SAYYIDATI QUROTAAYUN	100	√		100	√	
17.	SITI HABIBATUL LATIFAH	90	√		70	√	
Amount		1330			1350		
Average		78.23			79.41		
Amount student Which complete		70.59 %	12		94.18 %	16	
Amount student Not yet complete		29.41 %		5	5.82 %		1

Based on the data above, it can be concluded that the completeness of student learning outcomes in cycle I was 70.59% with the number of students who completed it being 12 students. In implementation cycle I Not yet reach criteria completeness so that continued in cycle II with the percentage of student learning outcomes reaching 94.18%

with the number of students completing as many as 16 students. From the description of the score table above, it can be seen the average score students experienced increase from cycle I with average mark 78.23 And on cycle II the average value becomes 79.41. However, in the function of PTK using the Problem Based Learning (PBL) method, it is not only the average score that is the reference for the success of the action, but the percentage of students' completeness in achieving the KKM in fiqh subjects which is determined, namely at least 90% of students are able to achieve the KKM.

From the data obtained from cycles I and II, it can be seen that the implementation model learning Problem Base dLearning (PBL) on eye Fiqh lessons can increase results Study student. On Cycle I percentage achievement of the minimum completeness criteria was 70.59% and in cycle II the percentage of minimum completeness criteria achieved was 94.18% > 90% so that with the data the can concluded that achievement criteria success research on student learning outcomes has been achieved.

Conclusion

Based on the findings and discussions that have been presented, the following conclusions can be drawn; application learning method Problem Based Learning (PBL) with several stages start from prepare problem or problem Which will resolved by participants educate, process solution problem by participant educate with method group discussion, direction and guidance in the discussion by the teacher and finally delivery results solution problem with method presentation in front class by representatives of discussion group member. Problem Base Learning (PBL) learning outcomes in Fiqh subjects can improve student learning outcomes. This can be seen from student learning outcomes which have increased after the actions of cycle I and cycle II were held. Completeness of student learning outcomes in cycle I was 70.59% with the number of students who completed it being 12 students. In the implementation of cycle I, the criteria for completion had not been reached so it was continued in cycle II with percentages results Study student reach 94.18% with amount student Which complete as much 16 student. With mark average student experience increase from cycle I with an average value of 78.23 and in cycle II the average value was 79.41. In Cycle I, the percentage of achieving the minimum completeness criteria was 70.59% and at cycle II percentage achievement criteria completeness minimum is 94.18 % > 90% so that with these data it can be concluded that the criteria for success in student learning outcomes research have been achieved.

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