The Effectiveness of The Problem-Based Learning Model on Student Learning Achievement in Islamic Education Learning

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Sections Info

ABSTRACT

Objective: This study aims to assess the effectiveness of the Problem-Based Learning (PBL) model on students' academic achievement in Islamic Education Learning in class VIII at MTs An-Nuur Trisono. **Method:** Using a pseudo-experimental design with a pretest-posttest control group design, the study involved two classes: one experimental group that followed Islamic Education Learning with PBL, and one control group with conventional models. Data was collected through tests covering Islamic Education Learning's subject matter. **Results:** Statistical analysis showed a significant increase in students' learning outcomes using PBL (65.6%) compared to the conventional model (41.2%). **Novelty:** Students who engaged in PBL learning showed better concept understanding, application of moral values, and problem-solving skills. This study provides empirical support for the effectiveness of PBL in improving Islamic Education Learning's learning outcomes. The implications of this study emphasize the importance of applying innovative learning models such as PBL to improve the quality of Islamic religious education in secondary schools. The findings will guide teachers, schools, and education stakeholders in developing more effective learning approaches.

INTRODUCTION

A significant responsibility in education lies in the hands of religious leaders and educators, particularly in transforming the science of religious education for students. This transformation aims to convey religious knowledge within a framework that emphasizes universal values and promotes recognition and respect for diversity (Jasril et al., 2024; Pitorini et al., 2024). In Indonesia, Madrasah Tsanawiyah (MTs) holds a crucial role in student development, particularly in Islamic education. MTs serve as the first secondary-level education institution offering Islamic religious education, imparting important principles, moral values, and ethics of Islam in daily life (Amerstorfer & Freiin von Münster-Kistner, 2021; Wulandari & Hastini, 2024). MTs An-Nuur Trisono is one of the formal educational institutions based on Islamic boarding schools located in Babadan District, Ponorogo Regency. In the 2023-2024 academic year, MTs An-Nuur Trisono has four classes, namely 1 class VII, two classes VIII, and 1 class IX. In addition to general education, MTs An-Nuur Trisono provides Islamic religious education. Islamic Religious Education learning has a vital role in forming noble morals. Learning Islamic religious education aims to understand religious concepts and human relationships with God.

Islamic Religious Education Learning is an integral part of the curriculum, and it has a vital role in the education of students. The values in this learning are fundamental to be applied in daily life (Gök & Boncukçu, 2023; Wulandari & Hastini, 2024). Through learning Islamic Religious Education, students are given an understanding of the

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