PROBLEM BASED LEARNING MODEL IN PROBLEM-SOLVING ON THE SUBJECT OF ISLAMIC CULTURE HISTORY

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Abstract

The problem-based learning paradigm assists students in identifying challenges in complex circumstances. Students in this model collaborate in groups to identify the skills needed to address challenges. The goal of this study was to assess students' problem-solving abilities while studying Islamic Cultural History (SKI) using the Problem-Based Learning (PBL) learning approach. In the form of an evaluation method, this study employs a quantitative approach. According to the findings of this study, students' problem-solving abilities in Islamic Cultural History (SKI) courses improved after utilizing the Problem-Based Learning (PBL) learning model vs before using the learning model. As a result, the Problem-Based Learning (PBL) learning model is being employed effectively to increase students' problem-solving abilities.

Keywords: *Problem Based Learning, History of Islamic Culture (SKI)*

Abstrak

Paradigma pembelajaran berbasis masalah membantu siswa dalam mengidentifikasi tantangan dalam keadaan yang kompleks. Siswa dalam model ini berkolaborasi dalam kelompok untuk mengidentifikasi keterampilan yang dibutuhkan untuk menghadapi tantangan. Tujuan dari penelitian ini adalah untuk menilai kemampuan pemecahan masalah siswa selama belajar Sejarah Kebudayaan Islam SKI dengan menggunakan pendekatan pembelajaran Problem Based Learning (PBL). Dalam bentuk metode evaluasi, penelitian ini menggunakan pendekatan kuantitatif. Berdasarkan temuan penelitian ini, kemampuan pemecahan masalah siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) meningkat setelah menggunakan model pembelajaran Problem Based Learning (PBL) dibandingkan sebelum menggunakan model pembelajaran tersebut. Hasilnya, model pembelajaran Problem Based Learning (PBL) digunakan secara efektif untuk meningkatkan kemampuan pemecahan masalah siswa

Kata Kunci: *Problem Based Learning, History of Islamic Culture (SKI)*

A. Introduction

Source Power quality human moment This is needed in the era of globalization. one quality source of Power man can achieve through education, namely the learning process. Education is a universal activity in existence Humans play _ a role important in the form of man becoming a source of Power reliable and skilled humans in industry. (Rinaldi & Afriansyah, 2019). Source Power superior human moment This is very much needed in the era of globalization. one quality source of Power man can achieve through education, namely. Education is a universal activity in existence Humans play _ a role important in the form man becomes a source of Power and reliable and skilled humans _ in industry. (Yulistiana, 2022). this _ can interpreted that education is needed important for society , in particular, child age schools (Putri et al., 2020)

Solving problems needed to face challenges of the times problems encountered _ student the more complicated and frequent leads to the ability To find precise and accurate answers, so _ they demanded To solve the problem. Consequently , environmental education must adapt to the development of the times. (Arifuddin, 2019). Among them must endeavor is improve the learning process to fit with objective education and the needs of students , where Lots found the problem in learning that makes the student not enough motivated To study, learning monotonous and boring , and learning No dig ability student For think critically in solving the problem (Bariyah et al., 2022). Skills solving problem refers to a series activity cognitive-behavioral in which a person tries to find or develop a solution effective For problem life real. Solving step problems according to Nezu et al., (2013) definition of a problem , manufacturing alternatives, taking the decision and implementation solution as well as verification. Solving a problem is Skills thinking level that required height _ thinking creatively, thinking critically, and retrieving decision (Wanya, 2016). Besides it, the individual with the ability to solve good problems _ is capable answer something problem after applying a solution with a correct and evaluate fair answer (Simanjuntak, 2021)

effectiveness is something that has influence or result, got give results and success from something business or action; in example this, effectiveness can be rated with is objective instructional specifically set _ achieved or no. (Indrayani, 2019). Evaluating effectiveness is difficult Because can be investigated from various corner points of view depending on who is studying and interpreting it. Success rate too rated with compare plans that have determined with results actual has achieved. However, said No effective If business or results work and actions are taken _ No can be accepted so that objective No achieved or desired destination _ No reached. There are many explanations for measuring effectiveness relatively with the use of various

types of indicators that focus on the demands required in doing research. In the study, This effectiveness is measured with the use of an indicator of the effectiveness stated by Budiani, (2020) that target accuracy, reach, aim, and monitoring is all necessary factor _ considered. specified indication _ Then changed be a statement item or question with a score scale Likert 1 to with 5. The Likert scale is used as a reference to determine long and short intervals on the tool measuring so that generate quantitative data if used in the measurement.

one _ eye lessons at school or frequent Madrasas make students bored and bored is eye Islamic Cultural History lessons. This ski subject _ Lots tell a story about Islamic history thus, is necessary A capable method _ to evoke motivation in Study student (Rani, 2021). One Approach To overcome problem student is to use student-centered learning and produce learning fun, effective, as well support effort development ability solving problem student. Learning the Model *Problem-Based Learning* (PBL) is one of the considered learning models appropriate For increasing the ability to solve a problem. (Bariyah et al., 2022).

Paradigm learning-based problems help students identify a challenge in complex circumstances. Students in this model collaborate in a group To identify the required skills _ To face the challenge. Because the challenges given in the learning-based problem are difficulties encountered _ in life every day, the approach learning-based problem is suitable For SKI (Aulia et al., 2019). The learning-based problem is methodology learning distinguished by facts that He always initiated and focused on the problem. PBL demands students For Work in groups small, recognize what they know and don't know, and learn to solve problems. Not quite enough answers the main teacher is stimulating the activity group. (Fatimah, 2019)

Research previously explains results from the application of learning models *problem-based learning* like in the article by Aulia et al., (2019) Based on the results study, the level of safety and effectiveness of the implementation of learning with the Edmodo- assisted problem-based learning paradigm of 94.11%. The n-gain test yields a value of 0.32 with criteria medium, showing exists enhancement of independence learn. Indicator evaluation activity learning and withdrawal conclusion experience Study show enhancement ideal independence. So that can be concluded that the use of the Edmodo application inside learning can increase the independence of Study students. In the article, Rinaldi & Afriansyah, (2019) explained that Based on findings research, and calculations statistics, set that students who receive the learning model-based problem come on stage better than students who don't accept the learning model-based problem. Temporarily, to increase the ability to Study students obtained learning model-based problems with

media interpretation. kindly general attitude _ student to learning mathematics with approach learning based problem has Lots interpreted.

Both of them explain the efficient use of learning models-based problems in research before, however Not yet someone is studying the use of learning models-based problems in overcoming eye trouble _ in Islamic Cultural History (SKI) lessons. Study This is unique Because focuses on an efficiency paradigm learning-based problems in overcoming difficulty students on the topic of Islamic Cultural History (SKI).

The objective of the study is To evaluate the ability to solve the problem in student-moment ski learning with the use of methodology *Problem-Based Learning*. because _ that is, research this is very important For research To use give information to the reader other.

B. Research Method

Study This use approach is quantitative in form of method purposeful evaluation _ Getting information is learning that has been done by the expected goal using learning models *Problem-Based Learning*. As for objects from the study, This is student female student class X M.A. Nurul Huda Badean on the eyes History of Islamic Culture lesson for the 2022/2023 Academic Year. Research data collection techniques This with use interviews, observation, and use several-grain tests written.

C. Result and Discussion

Input Data

Following is the score data participant educate class X MA Nurul Huda in solving eye problems _ before ski lessons using the Learning Model *Problem Based Learning.*

Table 1. *Participant scores educate ski folder*

NO	NAME	Solving the Problem Before Using the PBL Model
1	Q	70
2	W	75
3	E	78
4	R	69
5	Q	71
6	Y	80
7	u	70
8	I	70
9	O	72
10	P	70

11	A	73
12	S	77
13	D	79
14	F	80
15	G	75
16	H	81
17	J	76
18	K	75

After done evaluation results Study students on Various topics before adopting the Problem-Based Learning learning model, researchers do learning using the Problem-Based Learning learning model. Same predicament. Then given to students for them to understand How to finish the problems in Maple SKI. table below. This shows the response student to the question ski topic.

Table 2. *Participant scores educate ski folder*

NO	**NAME**	**Solving the Problem After Using the PBL Model**
1	Q	77
2	W	75
3	E	78
4	R	79
5	Q	80
6	Y	85
7	u	79
8	I	78
9	O	80
10	P	80
11	A	80
12	S	85
13	D	85
14	F	88
15	G	80
16	H	87
17	J	80
18	K	80

Based on the table above, the results of the Study of students who use the learning model *Problem-Based Learning reach* KKM.

Data Analysis

To evaluate data, a researcher used a sample t-test pairwise, which compares the two means (means) of two samples in pairs. Second sample This is chosen from score student class X eyes Islamic Cultural History (SKI) course in Skills solving the problem before and after utilizing the Problem-Based Learning (PBL) Learning

Model Also known as the two-sample difference test in pairs, that is after and after using PBLs. Assumption following must be fulfilled in sample t-test in pairs:
1. Data is collected in a manner random or random
2. Samples originate from the same subject.
3. Normality of data or distributed data in a manner regular

Assumption First has been met, that is random data has been collected.

Discussion

Learning Model *Problem-Based Learning*

Learning-based Problem is a style teach who teaches students How to think critically, solve a problem, and gain knowledge by using real-world scenarios (Sukmawati, 2021). In another sense, the Problem-Based Learning (PBL) Learning Model is a paradigm applying learning _ theory cognitive and constructivist to construct what already _ is known to students and existing abilities _ There is previously received knowledge _ Then For answering problems encountered (Bariyah _ et al., 2022).

With understanding these, the Problem-Based Learning (PBL) Learning Model can conclude as a paradigm complementary learning _ knowledge and skills student moment This with material new required For solving a problem. Paradigm Learning-based Problem can help the student build the ability to solve the problem and make participant active in learning Because eye the lessons discussed is about the problem in life every day. Theory learning constructivists, in particular student-centered learning, support _ the application approach Learning based problem. Identifying barriers and gaining appropriate knowledge _ For more understanding of existing topics _ is the step First in Study (Prasetyo & Kristin, 2020).

Islamic Cultural History Subject (SKI)

SKI (History of Islamic Culture) is family PAI (Islamic Religious Education) lessons that include teachings of Aqidah Morals, Al-Qur'an Hadith, and Fiqh. Individuals, religions, and their application in nation and state all get to benefit from eye Islamic Cultural History (SKI) lecture (Setyawan & Arumsari, 2019). SKI subjects make an effort give knowledge about the history of Islamic civilization, beginning from the pre -Islamic period, the time of the Prophet's da'wah, the Khulafaur period Rasyidun, and the period after, as well terminated with Islamic civilization in modern times, either from facet planting of Islam, the development of Islam as a religion, and development knowledge (Bariyah et al., 2022).

On the curriculum independent This learning history culture Islam This aim practice Power critical participant educate for more think critical For understand history in Century past with based approach scientific. Researcher in study This take

sample randomly (randomly) in class X IPA MA Nurul Huda totaling only 18 people for researched effectiveness learning when before using the Learning Model *Problem Based Learning* (PBL) and after the use of learning models in solving eye problems _ ski lessons.

Assumptions first and second have been fulfilled based on the findings of the research, and researchers use SPSS 26 to evaluate assumption third which is data normality. Information following generated as results from this:

Table 3. *Case Processing Summary*

	Cases					
	Valid		missing		Total	
	N	Percent	N	percent	N	percent
Before PBL	18	100.0%	0	0.0%	18	100.0%
After PBL	18	100.0%	0	0.0%	18	100.0%

Seen that all score ability solving problem students in class X IPA already come in, fine before nor after the PBL or Problem-Based Learning paradigm was introduced. Data validated, and not there is missing data or left behind.

Besides it, for the data normality test, the decision must make with the use guidelines following:

1. If the value significance (Sig) or mark probability is not enough than 0.05 then the data is not normally distributed
2. If bigger than 0.05, the data is normally distributed.

Table 3 displays the results of normality test data processing:

Table 4. *Normality Test Results*

	Kolmogorov-Smirnov³			Shapiro-Wilk		
	Statistics	Df	Sig	Statistics	Df	Sig
Before PBL	.127	18	.200*	.955	18	.517
After PBL	.134	18	.200*	.949	18	.416

Normality test kits the Kolmogorov -Smirnov and Shapiro-Wilk data distributions are available. All mark Kolmogorov -Smirnov Sig more from 0.05, p This shows the difference between before and after application of PBL of 0.200. The Sig values before and after PBL for Shapiro-Wilk were 0.517 and 0.416, respectively. As a result, based on criteria taking decision Sig value, can claim that score data was distributed in a manner regular before and after PBL implementation. Data distribution can also be seen in the picture :

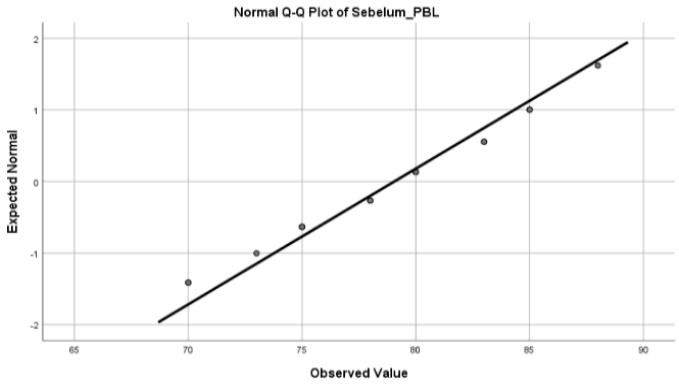


Figure 1 . *Chart data distribution*

Standard QQ plot diagram, the data (dots) are spread out along the resulting diagonal line mark ability solving problem student before the educator applies the Problem-Based Learning (PBL) Learning Model. Only several little locations _ deviated from the diagonal line. data later spread normally. Split value problem student seen like this on a standard QQ plot diagram after adopting the PBL Learning Model, score ability solving problem participant educate shown in the picture following:

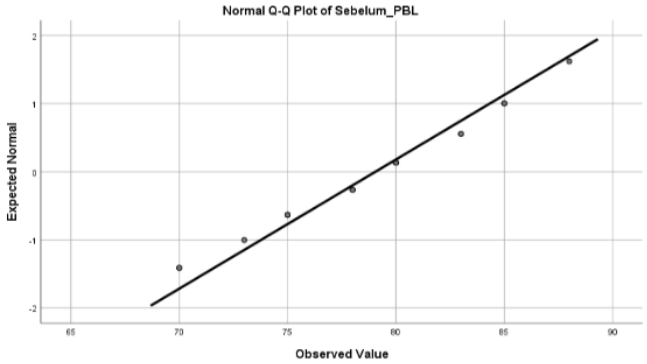


Figure 2. *QQ Normal Plot Charts*

The next step is testing the hypothesis. With procedure is as follows:

1) Formulate hypothesis alternative (H1) and hypothesis zero (H0)
   a. H 0: No There is a changeability-solving problem participant educate the eyes lessons of Islamic Cultural History (SKI) before and after using the Learning Model *Problem Based Learning* (PBL).
   b. H 1: There is changeability solving problem participants educate before and after using the Problem-Based Learning (PBL) Learning Model.
2) Use parametric T-test statistics As all data have a normal distribution, statistic parametric is applied.

Table 5. *Sample data in pairs*

		Means	N	std. Division	std. Error Means
Pair 1	Before PBL	79.0556	18	5.27449	1.24321
	After PBL	83.6111	18	5.47872	1.29135

Based on the statistical summary above seen score For learning before using the PBL model the average is 79.05 and the score For after the implementation of PBL of 83.61.

The following display shows _ the connection between two variables:

Table 6. *Correlation sample in pairs*

		N	Correction	Sig.
Pair 1	Before PBL & After PBL	18	.784	.000

Found a coefficient correlation of 0.000 between the second variable before and after the application paradigm of Problem-Based Learning (PBL) (Sig 0.05). this is worthy to confirm that the two variables are related. Because of value correlation 0.748 reflects a strength link, we compared them with the range mark following:

Table 7. *Ranges coefficient relation*

Coefficient	Strength Connection
0.00	No There is a relationship.
0.01 – 0.09	Connection No There is it means.
0.10 – 0.29	Weakness connection
0.30 – 0.49	Moderate relationship
0.50 – 0.69	Strong relationship
0.70 – 0.89	The relationship is very strong.
0.90	The relationship is almost ideal.

the correlation value is 0.748 in the range of 0.50, indicating a very strong relationship. Thereby showing that the connection between mark's ability to solve problem-eye lessons of Islamic Cultural History (SKI) before and after the application of the Problem-Based Learning (PBL) learning model is very strong and related in a manner significant.

Statistics Descriptive

Following table 8 shows statistics descriptive from research conducted: _

Table 8. *Statistics Descriptive*

	N	Minimum	Maximum	Means	Std. Deviation
Before PBL	18	70.00	88.00	79.0556	5.27449
After PBL	18	75.00	93.00	83.6111	5.47872
Valid N(listwise)	18				

Based on the table statistics descriptive, score solving problem taller before student Study with use approach learning Problem-Based Learning (PBL), namely :

- Minimum: 70.00
- Maximum: 88.00
- Average: 79.0556
- Standard deviation: 5.27449

Whereas mark solving problem studying students through Problem-Based Learning (PBL), namely:

- Minimum: 75.00
- Maximum: 93.00
- Average: 83.6111
- Standard deviation: 5.47872

Based on matter the, score ability solving problem eye student the lowest and maximum subjects of Islamic Cultural History (SKI). after applying the PBL learning model, as well the average score was taller compared to before the application of learning models. As a result application of PBL, the ability to solve problems eye students _ in Islamic Cultural History (SKI) lessons increased.

D. Conclusion

Based on the results of the findings research, the ability to solve problems eye students _ in Islamic Cultural History (SKI) lectures increased after using the Problem-Based Learning (PBL) learning model compared to before using learning models. The result is, paradigm learning Problem-Based Learning (PBL) is effectively used in class X IPA MA Nurul Huda to develop the ability to solve a problem with students on the topic of Islamic Cultural History (SKI). Findings studies This can motivate teachers to use more many models or techniques of learning To increase the involvement of students in class and aptitude other. Besides that, research addition about Learning Models *Problem Based Learning* (PBL) in

overcoming ability solving problem student must be conducted by researchers other.

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