

## Problem-Based Learning Model in Learning Islamic Religious Education (Study of Religious Character) Bosowa Bina Insani Bogor Junior School

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### Abstract

*This research aims to investigate the application of the problem-based learning (PBL) model in the context of Islamic religious education learning in the Bosowa Bina Insani Middle School environment, Bogor, with a special focus on developing students' religious character. The PBL model is considered a learning method that can stimulate problem-solving, build conceptual understanding, and strengthen spiritual aspects of religious learning. This research uses a qualitative approach with a descriptive analysis approach; in other words, this research attempts to describe a phenomenon that occurs based on facts and information that are related to each other. Research findings show that the application of the PBL model can provide a more interesting and interactive learning experience, motivating students to actively participate in solving problems based on the context of everyday life. Apart from that, the PBL model has also succeeded in increasing understanding of Islamic religious concepts and strengthening students' religious character, such as social concern, integrity, and responsibility. It is hoped that this research can become the basis for developing curriculum and learning strategies that focus on strengthening religious character in the context of Islamic religious education in junior high schools, especially in Bosowa Bina Insani, Bogor. The implications of this research can contribute to efforts to develop religious education that is holistic and relevant to the demands of the times, as well as provide an empirical basis for further research in this field.*

**Keywords:** PBL Model, Islamic Religious Education, Religious Character

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## 1. Introduction

Learning models in the learning process play a very important role for teachers in leading students towards the gates of enlightenment and independence in breaking free from the shackles of ignorance, moral decline, and religious decline, because true learning does not only teach what students do not yet know in the form of knowledge but also teaches how the knowledge process can occur (how to learn) as well as values in life and religion.

Teachers as the spearheads in teaching and educating students are required to always improve their professionalism and dedication, through high dedication the learning and education process of students can be carried out well and correctly, through their professional competence, teachers must be able to formulate innovative learning steps, creative, and interesting so that the teaching and learning process can be meaningful and the transfer of knowledge can be easily conveyed and understood by students in the allotted time, and through excellent dedication the transfer of value process can be carried out optimally so that students can hone their spiritual potential and his character well and correctly. (Munawir et al., 2022)

Therefore, teachers are required to play an active role in balancing the learning process with developments in science and technology, which give rise to varying challenges in each generation, thus making the duties and responsibilities of teachers very heavy, in addition to those of students at the junior high school level. is in the adolescent development phase, where this phase is a very important and determining phase of life in navigating life in the future if life development is carried out well, full of love, and good values color his life, then a teenager will live a life full of love and decorated with good behavior, which will ultimately result in students being formed into students who are ready and able to navigate life in their next development, but on the other hand, if the adolescent phase fails and its development does not go well, it will have a negative impact on development. next, and that can cause unhappiness in the teenager concerned, giving rise to actions beyond his control and resulting in rejection by society, thus giving rise to difficulties in completing subsequent developmental tasks. (Supriadi, 2017)

Adolescence is a period of transition from childhood to adolescence, which some psychologists call puberty, during this period, children will experience changes very quickly and sometimes without realizing it in all aspects of development, both physical, psychological, and social, which take place simultaneously. The physical changes that stand out are the rapid increase in height and weight, changes in body posture, enlargement of the voice in boys, and the start of hair growth in certain areas in both boys and girls. Likewise, with personal changes, namely the beginning of the search for identity and the desire to be free, the time spent outside is increasing, and the way of thinking has begun to be abstract, idealistic, and logical. (Batubara, 2016)

Teachers, in carrying out the learning process and education of students, must always be balanced with self-enrichment with developments in science and technology to package the learning process into something renewable that is filled with innovative, creative, and up-to-date ways. So that the learning process is carried out, it can be fun and provide lasting results for students so that they are encouraged to actualize it in their daily lives, which will ultimately form individuals who are ready to navigate life in the future. Teachers are figures who are always highlighted by society, for their performance, personality, and even character,

so teachers must be role models for students, not only in the school environment but in the community as well. (Hanum et al., 2020)

In the school environment, teachers are required to be able to develop professionalism in their teachers in all fields, especially in determining learning models. The learning model is the most important part of developing students. No matter how interesting the learning material is for students, if it is not delivered using the right model, it will result in an uninteresting learning process. Conditions like this are very unfavourable for both teachers and students. Teachers cannot convey scientific messages that have been determined, and students are disadvantaged because they cannot receive scientific messages well so learning methods cannot be used properly. (Mukhtar et al., 2017)

The learning model that has been popular and almost used by all teachers is the classical/conventional learning model, which is teacher-centred; the teacher is the central figure who determines the learning process, and currently, the learning process that is centred on the teacher/teacher central is lacking. is more relevant to current conditions because the teacher-centred method makes students less active and does not provide the competence, knowledge, and a series of skills they need. Because in the teacher-centred model, students become passive, with the main character being memorization, the learning process places more emphasis on the transfer of knowledge from adults to students, so that students are not invited to develop thinking skills, interpersonal skills, and social skills. Even though these skills are what they need when living real life, (Rusadi et al., 2021)

In anticipating the problems mentioned above, teachers must start to improve by adding new insight into renewable learning methods so that the learning process carried out is no longer oriented towards teacher-centred learning but leads to student-centred learning, which presents active, creative, and critical learning so that students can create meaningful learning and produce positive changes, both cognitive, affective, psychomotor, and spiritual. Especially in learning Islamic Religious Education (PAI), because PAI is not a rote lesson but a life lesson that needs to be applied in the real world, the PAI learning process must be more fluid and interesting by developments in science and technology, and one of the models that can be used to overcome problems in PAI learning is problem-based learning. (Farisi et al., 2017)

Problem-based learning is a set of learning models that focus on problems as the main medium in the learning process. PBL is expected to be able to train students in solving problems so that it can help improve learning outcomes and understanding of problems so that they can improve cognitive aspects so that they can ultimately implement what they have learned. produce from his thoughts. PBL is learning based on cognitive theory, which emphasizes the learning process rather than learning outcomes so that students are trained to solve every problem they experience. (Saputra, 2020)

## **2. Research Methods**

This research uses a qualitative approach, with a descriptive analysis approach by the research title, namely "Problem-Based Learning Model in PAI Learning (Study of Religious Character) of Bosowa Bina Insani Middle School Students, Bogor", in other words, this research attempts to describe, describe a phenomenon which occurs based on facts and information which are interconnected with each other. Sugiyono said in his book that

qualitative research methods are called new methods, this is because they have not been popular for a long time and are also called postpositivistic methods because they are based on the philosophy of postpositivism. (Sugiyono, 2016)

According to Moleong, qualitative research is research that produces descriptive data in the form of written or spoken words from people and behaviour that can be observed and directed at settings and individuals holistically. Another opinion, according to Azwar, is research that emphasizes its analysis more on deductive and inductive inference processes as well as on the analysis of the dynamics of relationships between observed phenomena using scientific logic. The data in this research was obtained from informants who know about the problem they want and can be trusted, and in this research, the snowballing technique is applied, namely the snowball method where the source that is extracted can get bigger and bigger until they feel bored because there are no more subjects. Subject saturation is characterized by the completeness and depth of the data that has been collected. (Lexy J. Moleong, 2019)

In this research, triangulation was carried out, namely triangulation with sources. This was done as a form of strengthening data related to the Problem-Based Learning Model in PAI Learning (Study of Religious Character) for Bosowa Bina Insani Middle School Students in Bogor.

### **3. Results and Discussion**

#### **3.1. Problem-Based learning model in Islamic Religious Education learning at Bosowa Bina Insani Middle School**

Based on the results of observations, interviews, and documentation, in carrying out the Islamic religious education (PAI) learning process at Bosowa Bina Insani Middle School, Bogor, is divided into two main programs, namely the Islamic religious education program, which refers to the national curriculum, and the Islamic studies program as content. local to Bosowaan, which includes learning to read and write the Koran, Tahsin, Tahfidz, and weekly Islamic Studies (KIMBANI), which discusses contemporary Islamic problems. Both programs are implemented by PAI teachers. The PAI learning process which refers to the national curriculum uses a variety of learning models including using the Problem Based Learning (PBL) model which is based on learning process standards, where learning is carried out in the stages of planning the learning process, implementing the learning process, assessing learning outcomes.

The results of the interview with the PAI class VII teacher, Mr Isyak Suratman, said: "The learning process is carried out by referring to learning process standards, which include planning, implementation, and assessment of learning outcomes. In addition, the learning process is expected not to be limited to the process of transferring knowledge from the teacher's mind to students, who go from not knowing to knowing, but that the learning process is directed at being able to learn how to learn so that students are motivated to always learn so that the learning process is no longer centred on the teacher but must begin to be directed to become student-centred learning, and it is hoped that the student's Students can understand the lessons taught and can then apply them in their daily lives, because in reality, the PAI learning process does not end in the classroom with grades above the KKM; good grades must be directly proportional to the implementation of worship and morals, or daily

Muamalah, both horizontally to Allah SWT and vertically to others and the environment, through attitudes, words, and actions."

According to Abie, a class VII student, the learning process using the PBL model helps me in learning because I like learning that begins with showing a short story, plus later the students are invited to give opinions from the results of showing the story, so it adds a new atmosphere in expression because there are many I want to ask questions about the material in PAI, so learning with this model helps me and I like it. (Rachmawati, 2007)

Meanwhile, Mr Syafrudin, PAI teacher for class IX (Syafrudin 2023) said, "The learning process is carried out by referring to the learning process, which is often directed by the principal, namely referring to process standards, while the learning model that I use is PBL, which prioritizes high-order thinking processes with The ultimate goal is applicative, in the sense that the learning process not only teaches students to be able to utilize high-level intellectual intelligence but this intelligence must be proven by real-world experience. Students are stimulated by current problems that are currently viral but are related to the learning material to which they are then directed. to be able to solve these problems with a scientific approach that is always directed by me, so that the learning objectives remain on the predetermined path. (Djaelani, 2013)

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### **3.2. The process of forming the religious character of students at Bosowa Bina Insani Middle School, Bogor**

Referring to the results of research conducted by researchers through documentation, observation, and interviews, the process of forming religious character carried out by PAI teachers at Bosowa Bina Insani Middle School refers to QS Al-Qasaa verse 77, which includes the character of belief in the last day being instilled in students. Referring to QS Al-Qasas verse 77, there are three characters, namely: first, doing good to neighbours. The neighbours in question can be in the social world, namely people in the neighbourhood where you live, as well as neighbours in the world of education, namely all members of the community in the school environment: students, teachers, and supporting staff at Bosowa Bina Insani Middle School. Students are guided and directed to do good to community members in the school environment by loving the young and respecting the old.

The process of education and development of religious character is carried out through a formal learning process in the classroom carried out by PAI teachers as well as activities outside the classroom which are coordinated by the Islamic Studies Section. One of the activities carried out outside of learning is Mabit, in the Mabit process students are grouped into diverse groups consisting of all levels from grade seven to grade nine with the guidance

of one teacher, students are expected to be able to apply what is conveyed by the teacher in learning in class, especially the character of being kind to friends.

Second, in honouring guests, both guests in general and guests in particular, namely members of the community in the Bosowa Bina Insani school environment, students are involved in school activities, whether related to competitions, seminars, or other social activities involving other people. outside the school environment, so that students can apply how to welcome guests well, including words, actions, and attitudes.

Third, the character of saying good things is instilled in students starting in the education process in the classroom and outside the classroom because, in essence, good words will arise from habits that are deeply rooted in oneself so that they become a culture, so students are encouraged to always say good things. and correct wherever and whenever, by giving rewards for saying well and correctly and punishments for violating them, the punishments given are reading Istighfar three times, and still memorizing short letters, and if you repeat them, read the Yasin letter, while they dare to say good and true words will get points in their PAI score.

The character of caring for others is instilled in students, which refers to QS Al-Qasas verse 77, which includes, firstly, Helping others: the character of helping others is instilled in students through learning activities in the classroom and outside the classroom. The process of instilling helping others This can be done through various opportunities, both material and immaterial, in the classroom by providing loans of stationery to students, helping to explain lessons to students who do not understand, etc. Meanwhile, outside the classroom, the process of character-building helps others. carried out at certain moments, such as social services carried out regularly or incidentally, regular activities such as social services in the month of Muharram, namely compensation for orphans, social services in the month of Ramadhan, compensation for the needy, the poor, and the needy, as well as incidental activities such as natural disasters, earthquakes, floods, fire, and others. Second, act fairly and not be unjust. Unjust acts that often occur in educational institutions are bullying, both verbal and physical, both of the same sex and the other sex. The process of character education for not doing unjust can be carried out directly by the internal teacher council or by guests by holding seminars and workshop activities by inviting speakers who are experts in their fields. Third, have a sweet or radiant face. The process of cultivating the character of a sweet face is instilled in students through a mandatory culture that must be carried out by students in the Bosowa Bina Insani Middle School environment, namely 4 S, namely, Smile, Greet, Greetings, and Salim. To cultivate this character in the Bosowa Bina Insai Middle School school environment, the 4 S culture has become the slogan.

The character of caring for the environment is instilled in students, including firstly, throwing rubbish in its place. The character of throwing rubbish in its place is instilled in students through the provision of rubbish bins in the open and the classroom. Besides that, students are given the task of taking turns being class pickets and the environment. Schools are decorated with positive words, such as "throw rubbish where it belongs." Secondly, loving plants: the character of loving plants is instilled in students through Krida activities, which are held on Friday mornings. Students will be involved in watering plants and craft learning, students are encouraged to bring one plant, either flowers or fruit. And thirdly, do not commit vandalism. Students in the Bosowa Bina Insani Middle School environment are required not

to carry out vandalism activities, whether in the form of writing or vandalism because these activities violate school rules. Students who violate them will be subject to sanctions according to the applicable rules.

#### 4. Conclusion

The problem-based learning model in PAI (Study of Religious Character) Learning for students at Bosowa Bina Insani Bogor Middle School is running well by the standards of the learning process, thus creating a good teaching and learning atmosphere. And students can apply the lesson material they understand in real life. The process of actualizing the religious character contained in the Qur'an Surah Al-Qasas verse 77 for students is explained into three religious characters. The character of faith at the end of the day in the context of student learning is applied in activities: first, doing good to neighbours; second, honouring guests; and third, saying fine. The character of caring for other people is applied by students through activities, including firstly acting fairly, secondly not doing wrongdoing, and thirdly having a sweet face towards other people when they meet. The character of caring for the environment is applied by students through, firstly, the activity of throwing rubbish in its place, secondly, loving plants, and thirdly, not committing vandalism.

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