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THE IMPLEMENTATION OF THE PROBLEM-BASED LEARNING (PBL) MODEL TO IMPROVE THE ACTIVENESS AND LEARNING OUTCOMES OF GRADE XI STUDENTS AT MAS ATTAQWA PUSAT PUTRI BEKASI

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Abstract

This classroom action research aims to improve the activeness and learning outcomes of eleventh-grade students at MA Attaqwa Pusat Putri Bekasi in the subject of marriage (fikih) through the implementation of the Problem Based Learning (PBL) model. This research was motivated by the low enthusiasm and activeness of students in fikih learning, which impacted the low psychomotor and affective learning outcomes. The subjects of the research were 20 female students from class XI.2 MA Attaqwa Pusat Putri. The study was conducted in two cycles, with each cycle including planning, action implementation, observation, and reflection. Data was collected through student activeness observation sheets and learning outcome tests (pre-test and post-test). Data analysis utilized descriptive percentage techniques. The results showed an increase in student activeness across various aspects, such as listening activities (from 86% to 88%), oral activities (from 45% to 61%), and visual activities (from 35% to 78%). Furthermore, there was an increase in the average learning outcomes score from 88 in cycle I to 97 in cycle II, as well as an increase in the "very high" category from 16 to 20 students. This indicates that the PBL model is effective in enhancing student activeness and learning outcomes in fikih.

Keywords: *Problem Based Learning, Learning Activeness, Learning Outcomes, Fikih*

Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan keaktifan dan hasil belajar peserta didik kelas XI.2 MA Attaqwa Pusat Putri Bekasi pada materi pernikahan melalui penerapan model pembelajaran Problem Based Learning (PBL). Penelitian ini dilatarbelakangi oleh kurangnya antusiasme dan keaktifan peserta didik dalam pembelajaran fikih, yang berdampak pada rendahnya hasil belajar ranah psikomotorik dan afektif. Subjek penelitian adalah 20 peserta didik perempuan kelas XI.2 MA Attaqwa Pusat Putri. Penelitian dilaksanakan dalam dua siklus, dengan setiap siklus meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui lembar observasi keaktifan siswa dan tes hasil belajar (pre-test dan post-test). Analisis data menggunakan teknik deskriptif persentase. Hasil penelitian menunjukkan peningkatan keaktifan peserta didik pada berbagai aspek, seperti listening activities (dari 86% menjadi 88%), oral activities (dari 45%

menjadi 61%), dan visual activities (dari 35% menjadi 78%). Selain itu, terdapat peningkatan nilai rata-rata hasil belajar dari 88 pada siklus I menjadi 97 pada siklus II, serta peningkatan kategori nilai sangat tinggi dari 16 menjadi 20 peserta didik. Hal ini menunjukkan bahwa model PBL efektif dalam meningkatkan keaktifan dan hasil belajar peserta didik pada mata pelajaran fikih.

Kata Kunci: *Problem Based Learning*, Keaktifan Belajar, Hasil Belajar, Fikih

Introduction

Active student engagement in the learning process is fundamentally important because learning is not merely the transfer of knowledge from teacher to student, but a transformative process that creates opportunities for students to participate meaningfully and develop behavioral change. However, in the context of *fiqh* (Islamic jurisprudence) instruction, many students often display a lack of enthusiasm, low motivation, and minimal participation, particularly in classroom discussions. This condition results in poor learning outcomes, especially in the affective and psychomotor domains, which are essential components of holistic Islamic education.

Effective *fiqh* instruction today must go beyond ritualistic or dogmatic content that is solely *fiqh*-oriented. It should be recontextualized to accommodate broader Islamic insights that reflect modernity, scientific development, and national identity. In this regard, Islamic education—particularly in *madrasah*—should represent an integration of religious, national, and humanitarian values. To achieve this goal, learners must be encouraged to participate actively in every stage of the learning process.

Active learning refers not only to physical engagement but also to intellectual, mental, and emotional participation. Zaini (2002) argues that active learning is an approach that invites students to be involved cognitively and socially in constructing knowledge. Diedrich's framework, cited by Sardiman (2010), categorizes student learning activities into visual (e.g., reading, observing demonstrations), oral (e.g., discussing, asking questions), listening (e.g., attending to lectures or discussions), writing (e.g., note-taking or composing essays), drawing (e.g., creating diagrams or graphs), motor (e.g., experiments, model-making), mental (e.g., analyzing, problem-solving), and emotional (e.g., feeling anxious, curious, or motivated). These dimensions reflect the complexity of student engagement that should be activated through appropriate learning strategies.

Sriyono (2000) defines student activeness as the ability to contribute meaningfully during the learning process. Meanwhile, Abdurrahman (1999) emphasizes that learning outcomes refer to the competencies students acquire after participating in structured learning activities. These outcomes are deemed successful when students meet instructional goals, demonstrating measurable improvements in knowledge, attitude, and skills. Similarly, Dimyati and Mudjiono (2006) highlight that learning outcomes should reflect behavioral change in the cognitive, affective, and psychomotor domains. Thus, high-quality learning must be assessed both in terms of the process (active participation of at least 75% of students) and the results (achievement of learning goals by a majority of learners).

To ensure such quality, the selection of an appropriate learning model is crucial. A learning model acts as a structured framework for planning, implementing, and evaluating instruction. One of the models that has gained attention in recent decades is Problem-Based Learning (PBL). PBL emphasizes student-centered inquiry by presenting real-world problems that stimulate critical thinking, communication, data analysis, and collaborative problem-solving. Unlike traditional methods that rely heavily on passive listening and memorization, PBL encourages students to be actively involved in knowledge construction.

Several prior studies have confirmed the effectiveness of PBL in enhancing learning outcomes. For instance, Astuti (2011) demonstrated that PBL improved students' mastery of chemical equilibrium concepts. Similarly, Adawiyah (2011) found that PBL significantly increased student participation and learning achievements in Islamic studies at a junior high school. In line with these findings, Syafi'i (2009) reported that students taught using PBL performed better than those taught with conventional methods, particularly in integrating values into chemistry learning.

However, most existing research on PBL has focused on science and general subjects. There remains a gap in understanding how PBL can be applied effectively in religious education, particularly in the context of Islamic jurisprudence lessons in secondary *madrasahs*. This action research, therefore, aims to fill this gap by investigating how the application of PBL in the topic of marriage in *fiqh* can enhance both student engagement and learning outcomes. It is expected that increased student involvement will lead to significant improvements in affective, cognitive, and psychomotor competencies in line with the objectives of Islamic education.

Method

This study employed a Classroom Action Research (CAR) design, conducted at MAS Attaqwa Putri, located in Ujungharapan Village, Bahagia Subdistrict, Babelan District, Bekasi Regency, Indonesia. The research was implemented in two action cycles from January to March 2025, involving 20 female students from the second semester of grade XI as the research subjects.

The action research followed a systematic two-stage process: (1) Preparation Phase: This phase involved conducting preliminary surveys and direct classroom observations to assess the feasibility and readiness of the school as the research site. The observations aimed to identify the students' initial levels of engagement and the instructional challenges in *fiqh* learning; (2) Implementation Phase: The CAR was carried out in two cycles, with each cycle consisting of four stages: (a) planning, (b) implementation of actions, (c) observation, and (d) reflection. During the planning stage, the Problem-Based Learning (PBL) model was designed to address the identified problems in student activeness and learning outcomes. The implementation involved integrating PBL strategies into *fiqh* instruction, particularly on the topic of marriage.

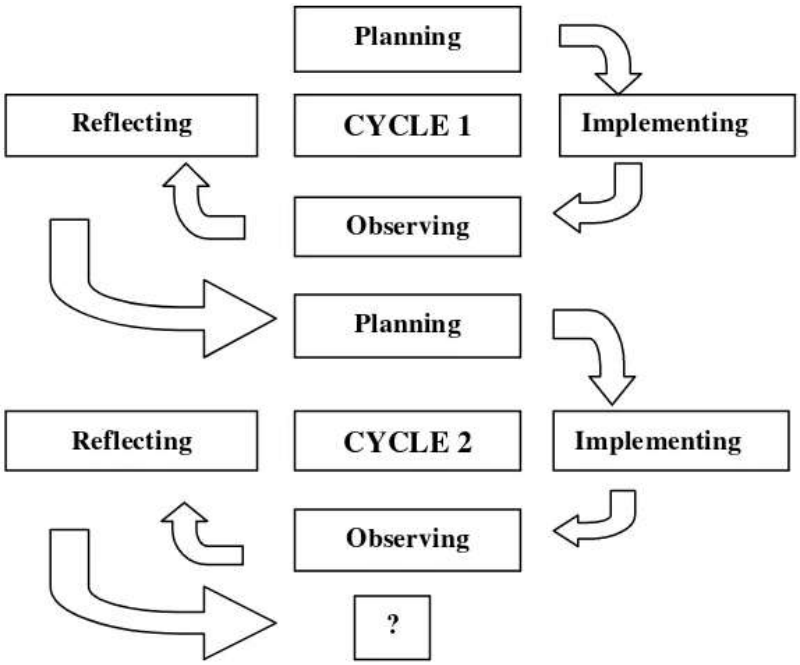

Figure 1. Flowchart of the Classroom Action Research in Two Cycles

Two types of instruments were employed: (1) Non-test instruments, which included structured observation sheets to monitor student activeness across multiple indicators (e.g., visual, oral, mental engagement), as well as peer observation forms

used by fellow teachers to assess the implementation fidelity of the PBL model by the instructor; (2) Test instruments, consisting of formative assessments administered as pre-tests and post-tests at the beginning and end of each cycle to measure students' learning achievements in the fiqh subject matter.

Data were analyzed using descriptive statistical methods, primarily focusing on calculating the percentage increase in student activeness and the mean score of students' learning outcomes in each cycle. The average class score (mean) was calculated using the following formula:

"Average Score = Total Score of Students / Number of Students"

The improvement in learning outcomes from Cycle I to Cycle II was interpreted as an indicator of the effectiveness of the implemented PBL model. The analysis also considered the qualitative observations from classroom interactions and teacher reflections to provide a comprehensive understanding of the instructional changes and student responses.

Additionally, the validity of the observation instruments was ensured through expert judgment, and data triangulation was used to strengthen the reliability of findings by cross-verifying test results, observation data, and teacher journals.

Findings and Discussion

Findings

1. Student Activeness

The analysis of students' activeness during *fiqh* learning using the Problem-Based Learning (PBL) model was conducted using a descriptive percentage method. The observed improvement in activeness from Cycle I to Cycle II serves as a key indicator of the model's effectiveness in engaging learners.

Table 1. Percentage Distribution of Student Activeness per Cycle

No.	Activity Type	Cycle I	Cycle II
1	Listening Activities	86%	88%
2	Oral Activities	45%	61%
3	Visual Activities	35%	78%
4	Writing Activities	65%	73%
5	Mental Activities	66%	68%
6	Emotional Activities	65%	84%

The data in Table 1 demonstrates a notable improvement across all aspects of student activeness, particularly in visual (from 35% to 78%) and emotional engagement (from 65% to 84%). This improvement suggests that students gradually adapted to the PBL approach and became more comfortable engaging with the learning materials and collaborative activities.

Additional data from field notes revealed an increase in motor activity (from 39% to 69%), reinforcing that the PBL model promotes active student participation not only cognitively but also psychomotorically. These improvements reflect key indicators such as paying attention, asking and answering questions, expressing opinions, collaborating in groups, working on problem-solving tasks, using learning resources, and participating in group presentations. Such comprehensive engagement indicates a shift from passive to active learning behaviors.

2. Learning Outcomes

Students' learning outcomes were measured using pre- and post-tests in each cycle. The results show the following trends:

a. In Cycle I, the pre-test scores ranged from 45 to 85, while the post-test scores ranged from 45 to 100, with an average score of 88.
b. In Cycle II, the pre-test scores improved, ranging from 70 to 100. The post-test scores ranged from 90 to 100, with the average rising to 97.

The analysis shows a substantial increase in learning achievement:

a. The mean score increased by 4.16%, from 88 to 97.
b. The number of students in the "very high" achievement category increased by 11.11%, from 17 to 20 students.

This improvement indicates that the use of PBL effectively facilitated knowledge acquisition, as students were better able to internalize and apply concepts related to the topic of marriage in *fiqh*.

Discussion

The observed improvements in student activeness—particularly in visual, emotional, and oral dimensions—indicate that PBL fosters a more engaging and inclusive learning environment. These findings align with previous studies by Hmelo-Silver (2020) and Yew & Goh (2016), who emphasized that PBL enhances student motivation, collaboration, and deep understanding through real-world problem scenarios.

The progression from Cycle I to Cycle II demonstrates that students not only participated more actively but also responded more positively to classroom instruction. Their ability to listen attentively, ask relevant questions, engage in discussions, and express opinions improved significantly. These behaviors signify a transition from surface learning to deeper cognitive processing, a core aim of constructivist learning theory.

The increased average learning outcomes and the growth in the number of students in the highest performance category confirm that PBL is an effective model not only for science-based disciplines but also for religious studies. Students were not merely passive recipients of doctrinal content; they became active constructors of understanding by exploring, discussing, and resolving contextualized problems in Islamic law.

The novelty of this study lies in the application of PBL within the domain of *fiqh* education, an area traditionally dominated by lecture-based approaches. This research provides empirical evidence that PBL can bridge the cognitive, affective, and psychomotor domains in Islamic Religious Education (IRE), offering a more holistic and student-centered instructional paradigm.

Moreover, the PBL model encouraged students to engage in critical thinking, collaborate meaningfully, and reflect on their learning processes—outcomes that are essential in preparing students to become adaptive and reflective individuals in modern Islamic society.

Conclusion

The findings of this classroom action research conducted in Grade XI of MAS Attaqwa Pusat Putri, Ujungharapan Bekasi, indicate that the implementation of the Problem-Based Learning (PBL) model significantly enhanced student activeness during *fiqh* instruction. This increased engagement was evident in multiple dimensions, including attentiveness, asking questions, responding to teachers, expressing opinions, participating in group discussions, completing problem-solving tasks, utilizing learning resources, and presenting group work. These aspects showed consistent improvement from Cycle I to Cycle II.

Moreover, the application of PBL positively impacted student learning outcomes. The average class score increased by 4.16%, rising from 88 in Cycle I to 97 in Cycle II. Additionally, the proportion of students classified under the “very high” achievement category rose by 11.11%, from 16 to 20 students. Notably, 100% of the

students met the Minimum Mastery Criteria (KKM) by the end of Cycle II, signaling the successful attainment of learning objectives.

These results affirm the effectiveness of PBL in enhancing not only cognitive learning but also affective and psychomotor engagement in Islamic Religious Education. The model's emphasis on real-life problem-solving and student collaboration offers a transformative instructional approach that supports active, meaningful, and holistic learning—making it a relevant and innovative pedagogical strategy for *madrasah*-based *fiqh* education.

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