

## **Application of Problem Base Learning Model Based on Critical Thinking Concepts in Improving Students' Learning Outcomes at SMP Negeri 3 Menggala**

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### **ABSTRACT**

This research is qualitative research with a case study type. The research subjects were conducted purposively. Meanwhile, the data collection techniques used are observation, interviews and documentation. The data analysis used is the Miles and Huberman model. This research found that: (1) Learning planning uses a problem based learning model based on the concept of critical thinking, namely by compiling a syllabus, lesson plans, and analyzing basic competencies, materials, activities and time allocation. Learning materials come from LKS and government PAI textbooks, delivered using a problem-based approach, according to the time allocation in the syllabus, and by utilizing learning media. Documents such as syllabus, lesson plans, modules and learning tools are obtained from the district level MGMP work program, and there is a lesson plan preparation workshop at the beginning of each semester. (2) Implementation of learning at SMP Negeri 3 Menggala For Class Viii Students involves steps such as creating a pleasant learning atmosphere, orientation towards problems, defining problems, and developing and presenting work. Teachers help students organize learning tasks, guide investigations, and design reflection and assessment activities. Teachers overcome obstacles by providing motivation, patience, and repetition. (3) Evaluation of learning at SMP Negeri 3 Menggala includes PTS, PAS, and final learning through written, oral and practical tests. Evaluation serves as a correction tool for teacher deficiencies and allows improvements in subsequent meetings, as well as identifying student obstacles during learning.

**Keywords:** *Critical Thinking Concepts, Learning Outcome*

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### **INTRODUCTION**

Basically, the function of Islamic Religious Education is to have a big impact on the moral development and personal character of Muslims. In essence, Islamic Religious Education aims to introduce students to the values of the Islamic religion and guide them in understanding and applying these teachings in their daily lives. However, in practice, a series of actions are needed to increase the effectiveness of PAI learning in the school environment.

This is because students, especially class VIII students at SMPN 3 Menggala, based on pre-research, found that they often consider PAI subjects to be boring and

less interesting subjects and the learning process seems to be very teacher-centred, learning occurs monotonously and there is a lack of use of a variety of learning models. This of course can result in a lack of student interest and motivation in following and studying PAI subject matter, thus having implications for decreasing/low learning outcomes that students must achieve. Apart from that, the Islamic Religious Education curriculum so far has often focused more on theoretical knowledge and without providing practical applications in everyday life. This is also believed to make it difficult for students to relate PAI lessons to the realities of their real lives.

Coupled with the use of lecture methods and/or text reading which are more dominantly used by educators in the PAI learning activity process, so that learning classes tend to be less effective and efficient in building students' critical thinking concepts and conceptual understanding and practical skills for students. . Especially in the digital era like now, especially in the use and maximization of technology, information and communication in learning activities, its relevance should increase. However, it cannot be denied that there are still many limitations and weaknesses in the use of technology, especially in PAI learning which is oriented towards improving student achievement or learning outcomes at SMPN 3 Menggala. In principle, PAI learning needs to pay great attention, especially to the development of students' creativity and spiritual intelligence. Where students need to have an opportunity to explore and develop their critical thinking concepts, especially in studying and practicing the teachings of the Islamic religion. Moreover, currently our educational environment, which also occurs at SMPN 3 Menggala, is increasingly multicultural, where Islamic Religious Education (PAI) needs to be able to face challenges in maintaining the spirit of tolerance, respecting all differences, and also building harmony between religious communities.

An active and participatory learning approach is needed in order to increase student learning achievement, especially in the context of Islamic Religious Education (PAI) subjects. In this case, so that students can be directly involved in the learning process and participate actively in dealing with problem solving situations related to their daily lives, an approach is needed that can facilitate this. This is believed to be able to strengthen students' social skills, for example in terms of the ability to communicate, work together, and also listen to other people's views. These social skills are very important for building attitudes of tolerance, empathy and respect for differences, which are values in the Islamic religion.

A problem-focused learning approach provides encouragement for students to hone critical and analytical thinking skills. In addition, in solving complex problems, students need to analyze information, evaluate various options, and make decisions based on an understanding of the Islamic religion. And through a learning model *problem based learning* Based on the concept of critical thinking, students will also learn to see PAI as part of a complete cross-disciplinary understanding. They will integrate knowledge about religion with knowledge from other scientific disciplines, such as social sciences, history and literature, to enrich their understanding of Islamic religious teachings.

*In problem based learning* Based on critical thinking concepts, students will also be given extensive opportunities to use a variety of resources, including books, articles, videos, and interviews with religious experts and other sources. It is hoped that this journal article can answer research questions based on subfocus, such as; a) how to design the implementation of the learning model *Problem based learning* based on the concept of critical thinking carried out in improving the learning outcomes of class VIII

students in PAI subjects at SMP Negeri 3 Menggala?, b) what is the process of implementing the learning model *Problem based learning* based on the concept of critical thinking in improving the learning outcomes of class VIII students in PAI subjects at SMP Negeri 3 Menggala?, and c) what are the results of the assessment and/or evaluation of the application of the model *Problem based learning* based on the concept of critical thinking in improving the learning outcomes of class VIII students in PAI subjects at SMP Negeri 3 Menggala?

It should be noted that learning is a process where an individual changes his behavior as a result of the individual's interaction with the environment and his experiences (Arifin, 2012, p. 10). Meanwhile, Oemar Hamalik expressed the idea that the learning process involves adjusting or strengthening behavior through a series of experiences (Hamalik, 2003, p. 27). In a similar context, Tadjab also expressed his perspective, stating that learning involves transformation in various aspects, including a person's ability to observe, think, feel and act through a variety of experiences, some of which are related to perception, while others are related to the intellectual, emotional, and emotional dimensions. and motor (Tadjab, 1994, p. 46). Referring to the perspective that has been described, we can draw the conclusion that through interaction and experience with the environment, the potential and characteristics of an individual can experience changes.

Meanwhile, Kolmos in Wardoyo also expressed his opinion that the problem-based learning model (PBL) is a learning approach that stimulates students to understand collaboration and how to work together. (*teamwork*) and learn to solve real world problems in groups (Wardoyo, 2013, p. 39). Hung also stated that he agreed with Kolmos, Problem Based Learning (PBL) is a learning strategy that stimulates the growth of students' knowledge through their involvement in solving challenges from the real world. In addition, students are instructed to construct various knowledge and acquire various problem-solving abilities and learning independence that are honed during the problem-solving process (Wardoyo, 2013, p. 39).

Likewise, in Rusman's perspective, he emphasized that the problem-based learning approach is a form of innovation in the world of education. This uniqueness can be seen from the focus on optimizing students' thinking abilities through team collaboration or structured cooperation, which in turn allows students to strengthen, test and develop their thinking abilities on an ongoing basis. Rusman noted that Tan also stated the problem-based learning approach as an innovative milestone in the field of education (Rusman, 2016, p. 229).

Thus, it can be interpreted that the problem-based learning model emphasizes students' active involvement in teaching and learning activities (KBM), both individually and in groups, in order to find solutions to problems related to the real world or conceptual problems. This approach encourages students to develop collaboration skills, critical thinking, communication, and applying scientific thinking in responding to various challenges.

The basis of the learning model *Problem based learning* (PBL) is based on the constructivist theory of Jean Piaget and Lev Semyonovich Vigotsky. Both of them are of the view that in compiling information, a teenager needs help from other parties, be they adults or friends of the same age and/or peers. Due to the very vital role of social interaction in forming a person's knowledge, learning is considered a process that involves constructive activities in build information. Therefore, the learning process takes place through interaction with the environment and developing relationships

between the knowledge already possessed and information about the various challenges faced.

As constructivist thinking shows, information has no purpose, is impermanent and continues to evolve. Therefore, teaching involves the process of exploring the meaning of knowledge rather than simply transferring knowledge, while learning is defined as an effort to understand the meaning of knowledge, not just obtaining the knowledge itself (Suparno, 1997, p. 30).

Constructivist learning environments can be used to support problem-based learning (PBL) models. We realize that it is something that is interconnected, the ability to adapt in thinking, information sources, thinking tools, dynamic representation, interaction and cooperation, as well as support from the social and contextual environment are all components of a constructivist environment (Ngalimun, 2013, p. 91).

In Bound and Felletti's view, problem-based learning is a method for developing students' critical thinking abilities and problem solving skills, helping them act like real adults, and become independent learners (Jauhari, 2011, p. 151). There are no less than five stages in the model *Problem-Based Learning model*, with details as follows.

(1) Student orientation to problems

The instructor here is the teacher, understands the learning objectives, describes the needs that are taken into account which include materials and devices that are expected to complete the learning model with a critical thinking framework, encouraging students to engage with critical thinking exercises that have been substantially chosen by the students.

(2) Describe the problem and plan how students learn

As educators, teachers must help students with difficulties in determining and organizing their learning tasks by determining the theme, schedule, and so on.

(3) Directs the course of individual and group investigations.

In this case, the instructor is a teacher, whose role is to encourage students to be able to create a theory, and collect data and information related to their assignments which are also related to critical thinking, and direct research to collect information and solve problems.

(4) Create and present the results of work.

As educators, educators provide assistance to students in designing and preparing relevant work, for example making students actively compose and/or make reports while still receiving guidance in the process of sharing assignments with their group colleagues. Next, they express the results of their work as evidence of problem solving.

(5) Evaluation and reflection.

As educators, it is the teacher's responsibility to encourage students to reflect, consider the strengths and weaknesses of their own reports, understand concepts related to problem solving, and carry out analysis and evaluation of the entire process and results of problem solving (Warsono & Hariyanto, 2012, p. 145).

There are several things that must also be paid attention to, namely that at the elementary school level (SD/MI), the four main aspects that are prioritized are: morals, the Koran, worship, faith and devotion to God. Meanwhile, apart from the four main components above, the main components of sharia are increasingly being developed. This is developed at the junior secondary education level (SMP/MTS) and upper secondary education level (SMA/MA). The important components of the date are given similarly for each instructive unit (Ramayulis, 2010, p. 22).

## **METHODS**

Based on the understanding that qualitative research involves collecting descriptive data in the form of words from oral or written sources, including observable behavior, this research adopts a qualitative approach (Moleong, 2012, p. 6). So, it can be understood that this qualitative research is descriptive and aims to explain the object, phenomenon or social setting that is the focus through narrative presentation. This approach shows that qualitative research involves collecting facts and data in the form of words and images (Ghony, 2012, p. 44-45).

This research was basically completed in its entirety with the aim of comprehensively finding out about the implementation of the learning model *Problem based learning* based on the concept of critical thinking at SMP Negeri 3 Menggala. Apart from that, this research also focuses on observing student activities throughout the learning process, especially when implementing the problem-based learning model. The main reason for using qualitative research is because researchers need to uncover real factors that can be applied to situations in the field which are concretely related to the application of a problem-based learning model based on the concept of critical thinking to improve the achievement of Islamic Religious Education learning outcomes (PAI) is in accordance with expectations starting from design, implementation to evaluation of the learning stages of Islamic Religious Education (PAI) at SMP Negeri 3 Menggala. This research is focused on Basic Competency 3.8 Understanding the meaning of behavior that is fond of doing good deeds and being kind to others with the learning material "Decorating Your Personality with Kind Thoughts and Doing Good Deeds" which is part of the Aqidah Morals material in Class VIII PAI subjects in accordance with Minister of Education and Culture Regulation Number 37 2018 concerning Amendments to Minister of Education and Culture Regulation Number 24 of 2016 concerning Core Competencies and Basic Competencies for Lessons in the 2013 Curriculum in Basic Education and Secondary Education.

## **RESULTS AND DISCUSSION**

### **1. Designing the implementation of the learning model *Problem based learning* based on the concept of critical thinking, it is carried out to improve the learning outcomes of class VIII students in PAI subjects at SMP Negeri 3 Menggala.**

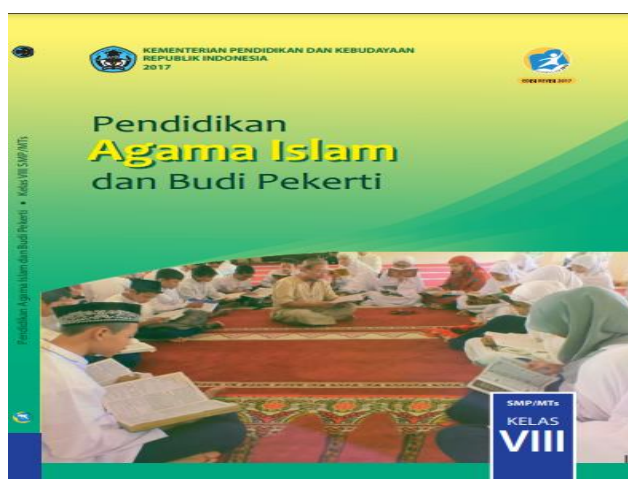
In lesson planning, the teacher details the steps of the learning model *Problem based learning* based on the concept of critical thinking, including: First, orienting students to problems by conveying and motivating students to be active in problem solving. Second, defining the problem and organizing students to learn through group formation, problem distribution, and providing the same time duration. Third, guide independent or group investigations with teachers who go around helping students who experience difficulties. Fourth, develop and present the work by presenting it in front of the class and giving other groups the opportunity to provide responses. Fifth, reflect and assess by analyzing and strengthening students' answers. For students who are still having difficulty, the teacher provides additional review regarding the problems given. The teacher has detailed the time allocation in the syllabus and RPP for each meeting, which is divided into preliminary, core and closing activities (Dokumentasi, 2024).

The statement regarding the RPP was conveyed by Mr. PW, who serves as a class VIII PAI teacher at SMP Negeri 3 Menggala, conveying several notes as follows:

Yes, if I apply the learning model *Problem based learning* based on the concept of critical thinking in class, I also included these steps in the lesson plan. Thus, the RPP will include detailed instructions on how the teacher implements the learning model (Interview, Mr. PW, 2024).

In planning learning, PAI teachers have determined various media, tools, materials and learning resources that are appropriate to the learning stages. Teachers do not only rely on worksheet books or textbooks, but also use the Al-Qur'an, the internet, and resources from the surrounding environment as teaching materials (Observasi, 2024).

The learning resources used involve worksheets, textbooks and the internet. However, in explaining concepts such as behavior of pious deeds and being kind to others, I also invite students to explore real examples in social life and think critically to understand the greatness of Allah SWT and strengthen their sense of gratitude (Interview, Mr. PW, 2024).



**Figure 1.**  
**Class VIII PAI Package Book**

## **2. Implementation of the learning model *Problem based learning* based on the concept of critical thinking in improving the learning outcomes of class VIII students in PAI subjects at SMP Negeri 3 Menggala**

The results of observations at the core stage of learning show that the implementation of the problem-based learning model is carried out well by teachers and students. With the support of learning resources, media, and several other supporting facilities, students can understand the lesson material well. The following are the learning steps implemented by teachers in class VIII:

### **1. Activities orient students to the problem**

WA expressed several views regarding the learning process by stating that: Routinely, Mr. PW usually organizes students into groups and provides a question that must be discussed by each group. After the discussion, the groups took turns to present the results of their discussion (Interview, WA Student of Class VIII A, 2024).

Meanwhile the VDP states that:

We formed groups and then Mr. PW gave us a sheet containing several questions related to the material taught that day. After that, we were asked to have a discussion (Interview, VDP Student of Class VIII B, 2024).

Regarding the application of the problem-based learning model in learning, Mr. PW said that:

Apart from teaching and/or guiding classes VIII A and B, I am also responsible for teaching classes VIII C and D, and on these occasions, I always implement the learning model *Problem based learning* based on the concept of critical thinking. I rarely use the lecture method, except perhaps only in the muqodimah section or when reviewing material that will be taught to students.



**Figure 2.**  
**Preliminary Activities**



**Figure 3.**  
**The teacher delivers the material**

In student orientation activities towards problems, what the teacher does is convey problems regarding how to behave like doing good deeds and being kind to others and then motivating students to be active in solving problems.

2. Activities define and organize students to learn

From the results of observations or observations during the activity of defining problems and organizing students to learn, it can be seen that the teacher carries out the task of helping students in organizing learning tasks to solve the problems given. The teacher asks students to form groups, provides problems in print out format, and gives the same amount of time for each group. Students are divided into 6 groups, each consisting of 4-5 people. Students actively structure their

positions and prepare for discussion. This activity is the next step after the teacher provides an explanation of the student's orientation activity regarding the previous problem with coordination from the teacher (Observasi, 2024).

KE provides views on the implementation of the problem-based learning model in PAI learning by stating that:

During the learning process, Mr. PW usually instructs or tells students to form groups and hold discussions, then present the results of their group discussions to the front. It is very rare to see Mr PW using a storytelling approach in class (Interview, KE Class VIII C Student, 2024).

MTN also expressed the same thoughts regarding the learning process in the classroom by saying the following:

PAI subjects are basically very enjoyable because the teaching is interesting, especially because the teachers also really understand and study Islamic material well. The teacher's way of teaching is also fun and relaxed. Teachers adopt teaching methods in the form of lectures, memorization, and group discussions. I also feel that I quickly understand the material well, even though there may be one or two friends who have difficulty understanding it (Interview, MTN Student Class VIII D, 2024).



**Figure 4.**  
**The teacher distributes discussion materials**

Carrying out the activities of defining problems and organizing students to learn is carried out by the teacher by asking students to form groups, distributing problems in print out format, and giving the same duration of time to each group. In the context of material regarding procedures for behaving in a pious manner and being kind to others, students are given the responsibility to understand the background of the material (Documentation, 2024).

### 3. Activities guide independent and group investigations

The results of observations or observations of activities to guide investigations, both independently and in groups, are shown when the teacher moves or moves around the classroom to help students who experience difficulties or obstacles. If a student faces a problem, the teacher is responsible for providing assistance so that the problem can be resolved properly. Students' tasks at this stage involve processing and analyzing the discussion, as well as recording the results of the discussion in the portfolio provided by the teacher (Observasi, 2024).



**Figure 5.**

**Students discuss in groups**

The teacher directs investigative activities, both independently and in groups, by inviting and ensuring students discuss. While students are having this discussion, the Islamic Religious Education (PAI) subject teacher moves or walks around the classroom to provide assistance to groups experiencing difficulties. In this case, students have the freedom to ask the teacher if they experience problems in understanding the material. In this context, students are also given the freedom to seek information from various sources, including Student Worksheets (LKS), textbooks, the internet, and/or other sources that are considered relevant and of course useful to help them or the students (students). in solving problems given by the teacher. (Documentation, 2024)

**4. Activities to develop and present work**

The results of observations or observations of activities to develop and present work show that in this case the teacher plays a role in instructing groups who have completed the assignment to present and demonstrate the results of their work in turn in front of the class. After that, the teacher gives other groups the opportunity to provide responses. This approach aims to encourage students' active involvement in the learning process. If there is a response from another group and the group currently presenting cannot provide an answer, the teacher helps to mediate the response. However, it is realized that lesson time is limited, so that when the lesson takes place, only two groups can make a presentation on the results of student group discussions in accordance with the problems that have been previously given by the Islamic Religious Education (PAI) subject teacher at the meeting. , while other groups are scheduled to present at a meeting the following week (Observasi, 2024).



**Figure 6.**

### **Students present the results of the discussion**

The teacher guides the activities of developing and presenting work by means of students compiling reports on the results of discussions using correct grammar. Next, students or groups who have completed the discussion present the results in turn in front of the class (Documentation, 2024).

#### **5. Reflection and assessment activities**

Observations related to reflection and assessment activities show that teachers analyze, evaluate, and provide reinforcement for students' answers. Apart from that, the teacher also involves students in summarizing the problems and answers of the group making the presentation (Observasi, 2024).

During this reflection and assessment activity, Mr. PW stated that: Usually, when conducting evaluations, I usually use written tests or oral tests for students. This assessment is carried out at the end of learning, including daily, mid-semester and end-of-semester assessments. In this way, I can understand the students' overall level of understanding (Interview, Mr. PW, 2024).

WA also revealed several closing activities carried out by PAI teachers, namely: After the learning process is complete, we are asked whether we understand or not. If there are still people who don't understand, the teacher will provide a short review of the material. However, if you already understand, learning is stopped and continued with prayers and greetings (Interview, WA Student of Class VIII A, 2024).

#### **3. Assessment and/or evaluation of model implementation *Problem based learning based on the concept of critical thinking in improving the learning outcomes of class VIII students in PAI subjects at SMP Negeri 3 Menggala***

Evaluation of the implementation of the problem-based learning approach at SMP Negeri 3 Menggala involves posing real problems to students, encouraging them to find solutions, and presenting the results of problem solving by applying the concept of critical thinking. Furthermore, at the end of the lesson, the teacher carries out a review to evaluate the extent of students' understanding and learning achievements.

Below is a summary of the results of interactions between researchers and PAI subject teachers, accompanied by a presentation of the results of observations, namely:

Its implementation involves the efforts of teachers at schools to teach material to students, increase student involvement in classroom learning, and ensure that students are active, enthusiastic, and able to solve problems and apply the material that has been taught (Interview, Mr. PW, 2024).

However, how to assess or evaluate the application of the learning model *Problem based learning* based on the concept of critical thinking carried out through a post test at the end of the lesson, as expressed by Mrs. UC as follows:

At the end of each learning process there must be an evaluation, for example the teacher carries out practice in understanding the main message of surah al-'Asr and al-Hujurāt in applying an attitude of kindness and doing good deeds. The evaluation is after the children practice and then they will practice every day, for example they will then be motivated when they get satisfactory results (Interview, Mrs. UC, 2024).

This is also in line with the opinion of Mr. RY as head of SMP Negeri 3 Menggala, who in this case also confirmed that:

I always emphasize that every teacher or educator evaluates students or learners in various ways that are appropriate to the learning material, especially in this case PAI so that they become more motivated, especially those who get optimal evaluation results (Interview, Mr. RY, 2024 ).

Regarding the evaluation of problem-based learning, Mr. PW explained again that:

So you need to know that here I usually use written tests and oral tests when evaluating students. And I do this at the end of the lesson and I hold daily assessments (PH), mid-semester assessments (PTS) and also final semester assessments (PAS) (Interview, Mr. PW, 2024).

Based on the results of observations, researchers found that assessment of problem-based learning in PAI subjects does not only occur at the end of learning, but also in the middle of the semester and at the end of the semester. This assessment includes various types of tests, both written tests, oral tests and practical tests. The purpose of this assessment is so that teachers can understand the extent to which students have understood the learning material. With this assessment, teachers have the opportunity to make improvements in the learning process at the next meeting if necessary (Observasi, 2024).



**Figure 7.**  
**Closing Activities**

If it is concluded that the learning evaluation activities carried out are: 1. Students are given the opportunity to ask questions regarding things they do not understand, 2. The teacher provides additional explanations or reviews the material or questions from students, 3. Students are asked to reflect on the learning process (reflection), involves understanding the material, approaches and learning models used, 4. The teacher carries out an evaluation at the end of the lesson, 5. The teacher conveys moral messages and values to students, 6. The teacher and students end the lesson with prayers and greetings (Documentation , 2024).

## **CONCLUSION**

Based on the data presentation and analysis of the research results above, it can be concluded that: Planning or designing learning using learning models *Problem based learning* based on the concept of critical thinking in PAI subjects for class VIII A, B, C, and D at SMP Negeri 3 Menggala has/has fulfilled scientific principles, namely: (a) in accordance with the syllabus and lesson plans that have been made by the teacher together with the MGMP group, ( b) the teacher explains the steps of the problem-based learning model in the learning process, (c) the teacher gets the syllabus, lesson plans, modules and other learning tools from workshops and MGMP work programs.

The full implementation of the 2013 curriculum was carried out in study groups (rombel) in grades 8 and 9, because in grade 7 the Independent Learning Curriculum had been implemented. And it is hoped that next school year it will be able to expand to grade 8 and/or grade 9. The implementation of learning using the problem-based learning model in PAI subjects for class VIII A, B, C, and D at SMP Negeri 3 Menggala has fulfilled scientific principles, namely: (a) The teacher orients students to problems by conveying the problem and then motivating students to active in solving the problem, (b) The teacher defines and organizes students to learn by helping students in organizing learning tasks in solving the problems given where the teacher asks students to form groups, the teacher distributes the problem in the form of a print out then the teacher gives the same duration of time for each group, (c) The teacher guides independent and group investigations by going around and helping students who are experiencing difficulties, (d) The teacher asks students to develop and present their work by asking groups who have finished to solve the problems given by the teacher presents it and demonstrates it in front of the class then the teacher gives other groups the opportunity to provide responses, (e) The teacher carries out reflection and research which is carried out by the teacher analyzing and evaluating and providing reinforcement for students' answers. Evaluation of learning using a problem-based learning model in PAI subjects for class VIII A, B, C, and D at SMP Negeri 3 Menggala, namely (a) Students are given the opportunity to ask questions about things they do not understand, (b) Evaluation of learning is not only carried out at the end of learning but also carried out at mid-semester and end-of-semester assessments using written, oral or practical tests, (c) Evaluation is also used as a way to correct teacher deficiencies in teaching, (d) With evaluation, teachers can find out student obstacles in the teaching and learning process

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