

## Implementation of the Problem Based Learning Strategy in the Subject of Aqidah Morals at Madrasah Tsanawiyah Babussalam, Banjarmasin City

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### Abstract

This research aims to determine the implementation of the problem-based learning (PBL) strategy in the Aqidah Akhlak subject at Madrasah Tsanawiyah Babussalam, Banjarmasin City. This research is motivated by the large number of teachers who simply teach about the material in class without relating it to problems that are close to the environment around students. A qualitative approach with field study methods was applied in this research because it will explain how the planning, implementation, and evaluation of the implementation of problem-based learning strategies in the Aqidah Akhlak subject were implemented by MTs Babussalam teachers in Banjarmasin City. The results of this research are that in the planning process, teachers prepare learning plans, formulate problems systematically, and adapt them to the material. Meanwhile, in its implementation, the teacher presents the problem and asks students to discuss and analyze it according to their respective points of view. For the evaluation part, the teacher uses oral and written tests held at the end of the lesson as material for reflection and to determine students' understanding of the material taught. Apart from that, the evaluation shows the effectiveness of using this problem-based learning strategy in the Aqidah Akhlak subject so that it can be applied to other subjects at the Madrasah Tsanawiyah level.

**Keywords:** Problem-based learning, Akidah Akhlak, Madrasah Tsanawiyah

### Abstrak

Tujuan penelitian ini adalah untuk mengetahui implementasi dari strategi *problem based learning* (PBL) atau pembelajaran berbasis masalah pada mata pelajaran Akidah Akhlak di Madrasah Tsanawiyah Babussalam Kota Banjarmasin. Penelitian ini dilatarbelakangi oleh banyaknya guru yang sekadar mengajar tentang materi di kelas tanpa mengaitkan dengan permasalahan yang sebenarnya dekat dengan lingkungan sekitar siswa. Pendekatan kualitatif dengan metode studi lapangan diterapkan dalam penelitian ini karena akan menjabarkan bagaimana perencanaan, pelaksanaan hingga evaluasi implementasi dari strategi pembelajaran berbasis masalah dalam mata pelajaran Akidah Akhlak yang diterapkan oleh guru MTs Babussalam Kota Banjarmasin. Adapun hasil dari penelitian ini adalah dalam proses perencanaan, guru menyusun rencana pembelajaran, memformulasikan masalah secara sistematis dan menyesuaikannya dengan materi. Sedangkan dalam pelaksanaannya, guru menyajikan masalah dan meminta siswa untuk mendiskusikan serta menganalisisnya sesuai dengan sudut pandang mereka masing-masing. Untuk bagian evaluasi, guru menggunakan tes lisan dan tulisan yang diadakan di akhir pembelajaran sebagai bahan refleksi dan mengetahui pemahaman siswa terhadap materi yang diajarkan. Selain itu, dengan evaluasi diketahui efektivitas penggunaan strategi pembelajaran berbasis masalah ini dalam mata pelajaran Akidah Akhlak sehingga mampu diterapkan pada mata pelajaran lain pada tingkat Madrasah Tsanawiyah.

**Kata Kunci:** Pembelajaran Berbasis Masalah, Akidah Akhlak, Madrasah Tsanawiyah

### INTRODUCTION

Islam encourages humans to have faith and knowledge in order to be able to elevate their status. Education in the Islamic religion has a concept that is in harmony with its goals. As contained in Education Law no. 20 of 2003 concerning the National Education System Article 3 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation with the aim of developing the potential of students to become human beings who believe in and are devoted to God Almighty, with noble character. , healthy,

knowledgeable, capable, creative, independent, and a democratic and responsible citizen. In Islam, the main goal of education is perfection of morals and character. With this, it is hoped that

According to M. Athiyah Al Abrasyi, moral education is the soul of Islamic education developed by Muslims. According to him, Islam has concluded that character and moral education is the soul of Islamic education and achieves the formation of perfect morals. is the true goal of education. To make this happen is not an easy and practical matter. It requires cooperation and hard efforts from all parties, including parents, teachers, the community and policy makers to

realize the ideals of education to make students superior in science and knowledge and noble in character and morals.

Madrasah Tsanawiyah is a formal junior secondary education level in Madrasah education equivalent to Junior High School (SMP) which has a role that is no less important and crucial. Because Madrasah Tsanawiyah is filled with students who are experiencing the transition from children to teenagers, who are psychologically experiencing problems and inner turmoil which have an impact on the development of their intelligence and character, both positively and negatively. Various cases of juvenile delinquency and degradation of morals and character are often committed by teenagers attending junior high school.

As Madrasah Tsanawiyah teachers, they play a role not only as teaching knowledge and skills to their students, but also have a role as educators and guides for their character and personality. Moreover, teachers of the Aqidah Akhlak subjects in the Madrasah Tsanawiyah curriculum play a very important role and have responsibility for the formation of students' personal character in accordance with Islamic teachings. Aqidah Akhlak education is an integral part of religious education which is one of the factors in forming students' character and personality so that they are able to practice the values of monotheism and morals in their daily lives. In the Aqidah Akhlak material, students are taught the basics of belief in Allah SWT and material about morals which they hope to be able to understand,

The problem that occurs in the field is that many teachers do not teach correctly how the Aqidah Akhlak subject is actually taught. Some of them only teach textually according to what is contained in their teaching textbooks. Apart from that, the learning methods and strategies that the majority of madrasah teachers use tend to be traditional and seem to be out of date. They are comfortable with the teaching methods and ways of those who lecture, then students are given assignments as a benchmark for their understanding, and students are assessed based on the extent of their understanding of the material the teacher lectures in class. In fact, madrasa teachers need to understand that in the

current era the lecture method is no longer relevant and easily makes students bored.

The application of problem-based learning is one option for teachers of Aqidah Akhlak subjects because it can increase students' ability to deal with something new and complex around them. In problem-based learning, there is the use of various types of intelligence to confront challenges in the real world so that students are able to face, solve and provide solutions to all problems that occur in the environment around them. Moreover, in relation to the Aqidah Akhlak, students need to analyze a problem regarding monotheism and moral degradation that occurs around them, then relate it to the material being taught whether it is in accordance with the teachings and values of the Islamic religion or not.

In problem-based learning or problem-based learning, it is identical to the case study method, the stages of which begin with presenting the problem, mobilizing inquiry and implementing problem-based learning steps, namely initial analysis, raising learning issues, independent literacy and problem-solving collaboration, knowledge integration. new, presentation of solutions and evaluation. The application of problem-based learning can be done by looking at the following chart.



Figure 1. Stages of Implementing Problem Based Learning

Teachers in a problem-based learning strategy must be able to design learning using problems that occur in the students' environment. In this strategy, the teacher acts as a coach to direct students in the problem solving process, facilitates by encouraging students to think critically and find solutions and becomes a mediator in efforts to access and research information sources for students.

Based on observations made on Aqidah Akhlak subject teachers at Madrasah Tsanawiyah Babussalam, Banjarmasin City, they use problem-based learning strategies which are connected to character and moral problems that occur in the students' environment and around the madrasa environment. This madrasa is located on the outskirts of Banjarmasin City which borders directly with Banjar Regency with very complex social conditions. Therefore, this problem based learning strategy is considered capable of providing students with experience in solving problems that occur by linking them to the Moral Aqidah lessons they learn in class.

The aim of this research is to determine the planning, implementation and evaluation of the implementation of problem based learning strategies in the Aqidah Akhlak subject at Madrasah Tsanawiyah Banjarmasin City. With the hope of providing new knowledge and reflection to madrasa teachers to directly link classroom learning to relevant problems around students.

## METHOD

This research applies a qualitative descriptive approach using the field study method which is intended to study intensively the implementation of problem based learning strategies in the Aqidah Akhlak subject at the Babussalam Tsanawiyah Madrasah, Banjarmasin City. The subjects of this research were the Aqidah Akhlak subject teacher, 2 students from Classes VIII and IX and the head of the madrasah from Madrasah Tsanawiyah Babussalam, Banjarmasin City. The object of this research is the implementation of a problem based learning strategy which includes planning (initial stage), implementation (core stage) and evaluation (final stage).

## RESULTS AND DISCUSSION

### 1. Problem Based Learning Strategy Planning in Moral Creed Subjects

Hamzah B. Uno explains that planning is an effort to select and connect knowledge, facts, imagination and assumptions in the future with the aim of visualizing and formulating the results achieved, the sequence of activities required in

implementation and the behavioral limits that will later be used in completion. According to Abdul Majid, learning planning is an effort to prepare steps to solve a problem or carry out work that leads to achieving goals. In planning learning, a teacher needs to prepare several things, namely General Instructional Objectives (TIU) and Specific Instructional Objectives (ICT), lesson materials, learning activities/methods, learning tools/learning resources and evaluation.

Based on the results of research conducted by teachers of the Aqidah Akhlak subject at Madrasah Tsanawiyah (MTs) Babussalam, Banjarmasin City, the planning stages for implementing the problem based learning strategy were carried out as follows.

#### a. Prepare a Learning Implementation Plan (RPP) for each meeting

The preparation of the Learning Implementation Plan (RPP) is intended so that the implementation of Aqidah Akhlak learning can be directed and able to run effectively and efficiently. Apart from that, the RPP is prepared to create a plan for implementing problem based learning strategies in the Aqidah Akhlak subject starting from simple problems to complex ones according to the students' level of ability and understanding. Because problem based learning strategies cannot be carried out haphazardly and must be arranged in a structured manner according to the level of intelligence development of the students. The Aqidah Morals subject teacher at MTs Babussalam, Banjarmasin City prepares lesson plans at the beginning of the semester of each school year. The preparation refers to the MTs syllabus and curriculum so that the RPP is made in accordance with the core competencies and basic competencies that students are expected to have.

#### b. Formulate problems and trigger questions

The term trigger question is a question that is used to increase listener

participation and enable listeners to enter into the topic being discussed. It is important to use these trigger questions to develop thinking power, including memory, and to develop students' courage in answering and expressing opinions. These trigger questions are asked at the beginning of the lesson to stimulate students so that they are able to think about the problems raised. Therefore, problems related to learning must be formulated in learning planning to minimize recurring or unresolved problems that make learning activities ineffective and learning objectives difficult to achieve.

At MTs Babussalam, Banjarmasin City, the Aqidah Akhlak subject teacher formulates problems based on the subject matter that will be taught later. Apart from adapting to the material, formulating problems also adapts to problems/phenomena that occur in society. After the problem is arranged and formulated in such a way, the teacher creates trigger questions. The trigger questions that are created begin with the question words "Why, What and How". Examples of trigger questions are "Why is the Qur'an special compared to other books of Allah?", "What is the difference between Ananiyah and Egoism?", "What was the attitude of Prophet Musa (as) when facing Pharaoh's disbelief?", and so on.

c. Preparation of guidance and direction strategies

The next stage carried out by the Aqidah Akhlak subject teacher at MTs Babussalam Banjarmasin City was the preparation of a guidance and direction strategy in the process of implementing the problem based learning strategy. This preparation activity is intended so that the process of guiding and directing students in solving problems found can run systematically in order to achieve learning objectives. Guidance and direction strategies are prepared

according to the stages of learning implementation in order to avoid mistakes in guiding. Because this problem based learning strategy encourages independent learning. The teacher only acts as a facilitator and intermediary for sources of information related to the problems discussed.

Apart from that, the direction needs to be structured in such a way that students do not analyze outside of the problem being discussed or filter out problems that are not relevant to the problem being discussed. According to the MTs Babussalam Aqidah Akhlak subject teacher, if the discussion or problem analysis process is not directed and not filtered, students will tend to discuss other problems outside of the problem being discussed. Especially when they are teenagers, they have extraordinary curiosity so they need to be directed intensely so that their curiosity does not lead them into negative things.

2. **Implementation of Problem Based Learning Strategies in Moral Creed Subjects**

The implementation of the problem based learning strategy applied by the Aqidah Akhlak subject teacher at MTs Babussalam Banjarmasin City is in accordance with the stages of implementing Problem Based Learning (PBM) or Problem Based Learning as follows:

a. Problem search

The teacher searches for problems based on the problem formulation that has been prepared previously in the planning stage so that this stage is closely related to the stages in the previous planning stage. The Aqidah Akhlak subject teacher at MTs Babussalam looks for problems adapting to the material to be taught by observing and analyzing phenomena that occur in the environment around the madrasa and where students live. This search can raise issues that are developing and problems that have

occurred or are currently occurring. An example of a problem that has been discussed is that there are people who believe that we do not need to pray 5 times a day. This problem was obtained based on news obtained from the students' parents.

b. Analysis of learning problems and issues

After obtaining a problem to be discussed, students are invited by the Aqidah Akhlak subject teacher at MTs Babussalam to analyze the problem through a simple discussion. The teacher also gives students questions to stimulate problems that occur, for example "Why do they misunderstand the command for fardhu prayers in the Koran?" The teacher directs them to carry out analytical activities to find out the background to the root of the problem so that the existing problem becomes a growing phenomenon in the surrounding community. Apart from that, the teacher invites students to find out how far this problem has developed in society by accessing information via the internet or video sharing platforms such as YouTube.

c. Discovery and report

After going through the process of analyzing and further searching for the problems that occur, students will find the root of the problem that occurred. Then write it into a simple report with 2-3 paragraphs, then present it in front of the class. The Aqidah Akhlak subject teacher at MTs Babussalam, after learning about the students' findings, then wrote them on the blackboard and discussed them with the students. The students were divided into several groups and asked to observe, analyze and discuss with their group friends the problems that occurred, starting from analyzing the causes, impacts that occurred and solutions to these problems.

d. Presentation of solutions and reflection

The process of presenting solutions is carried out after discussing and analyzing the problems discussed. In its implementation, in the Aqidah Akhlak subject at MTs Babussalam, the activity of presenting solutions takes the form of providing responses, suggestions and opinions from representatives of each group. All groups are required to provide responses in turn to the problems analyzed by each group. The teacher as a facilitator in this activity also plays a role in providing direction so that each group is able to reflect on each problem discussed by their group.

e. Conclusion and evaluation

When the activity has been completed, the teacher concludes the activity carried out. This concluding activity is intended to summarize the problems discussed by each group, then raise the root of the problem and the solution so that it becomes attention and reflection material for students. Apart from that, the Aqidah Akhlak subject teacher at MTs Babussalam also corrects students' erroneous understanding or responses in order to reduce deviations in their understanding.

**3. Evaluation of Problem Based Learning Strategies in Moral Creed Subjects**

The Aqidah Akhlak subject teacher at MTs Babussalam in evaluating the implementation of PBL strategies in class uses two test tools, namely an oral test and a written test. The oral test is carried out by giving essay questions to students after the lesson has been completed. This oral test is intended to determine the extent of students' understanding regarding the issues discussed. The teacher conducts random oral tests on students in the same group or between groups. The use of this oral test increases students' enthusiasm and attention because the answers to the questions to be asked are found in the discussion or the results of the analysis carried out.

Apart from that, the written test is also used as an evaluation tool by the Aqidah Akhlak teacher in implementing this PBL. The written test takes the form of a daily test which is held at the end of each lesson chapter. This writing test can be multiple choice, fill-in-the-blank or a certain number of essays. The teacher creates questions systematically by applying the same or mixed forms in one test. Written tests are used to facilitate the assessment process and to standardize the questions that will be asked to students. According to the Aqidah Akhlak teacher at MTs Babussalam, using oral and written tests has its own advantages and both display understanding results that tend to be almost similar regarding the material discussed.

## CONCLUSION

The implementation of the problem based learning (PBL) strategy in the Aqidah Akhlak subject at MTs Babussalam based on the research conducted showed impressive results because it was able to increase students' attention and enthusiasm in participating in learning the Aqidah Akhlak in class. Moreover, teachers have carried out all systematic processes starting from planning, implementation to evaluation so that the application of this strategy can provide direct experience for students in responding to phenomena that occur around them, in addition to making teachers know the level of understanding and critical reasoning of MTs Babussalam students in analyzing problems and can increase students' social sensitivity to the environment around them.

## SUGGESTION

For further research to expand the range of research objects so that they can become a reference in making policies.

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