

Implications of Problem Based Learning to Improve Islamic Religious Education Learning Outcomes for Praiseworthy Morals Material for Grade VII Students of SMP Takhassus Al-Qur'an Wonosobo

Farah Faida¹, M. Nurkholis Setiawan², Naqiyah³

^{1,2,3}UIN Prof. K.H. Saifuddin Zuhri Purwokerto

ABSTRACT: Islamic Religious Education does have an important role in shaping students' morals, but it also faces various challenges such as the influence of globalization, technological developments, and socio-cultural changes that can disrupt efforts to shape these morals. The purpose of this study is to analyze and review the implications of Problem Based Learning to improve learning outcomes of Islamic religious education on the material of commendable morals for grade VII students of SMP Takhassus Al-Qur'an Wonosobo. The article is the result of quantitative field research findings with an experimental approach. Intensive research was conducted for two months, from March to May 2025, involving a sample of 54 respondents including control and experimental classes. Data were obtained from observations, in-depth interviews, documentation and tests, then analyzed qualitatively with the Problem Based Learning theory (Shelagh A. Gallagher). The research results show that the application of the Problem Based Learning method in Islamic Religious Education learning on commendable morals material can significantly improve student learning outcomes as evidenced by the results of the experimental class hypothesis with a gain test of 0.624 (high category), the results of the control class gain test of 0.079 (medium category). The improvement in learning outcomes is evidenced by the results of t_{count} 11.591 and t_{table} 2.006 with an error level of 5% and 2.673 with an error level of 1% with $dk = 27 + 27 - 2 = 52$. This finding has implications for improving conceptual understanding, developing critical thinking skills, increasing learning motivation, developing social skills, and character building. On the other hand, this finding has challenges: 1) It takes longer to complete the material; 2) Requires thorough preparation from the teacher; 3) Not all materials are suitable for PBL, 4) Teachers need to guide students well. Considering these implications and challenges, Problem-Based Learning can be an effective learning model for improving Islamic Religious Education learning outcomes on the topic of good morals and helping shape better student character. Research recommends Problem-Based Learning in education, given the urgency of deep learning in the future.

KEYWORDS: Problem Based Learning, Learning Outcomes, Islamic Religious Education, Praiseworthy Morals

A. INTRODUCTION

Islamic religious education (PAI) is very important for students because it provides a strong moral, ethical, and spiritual foundation to guide them in their daily lives, as well as helping them become individuals who are faithful, pious, and useful to society.¹ Islamic religious education is not only about transferring knowledge about religion, but also a process of forming character, spirituality, and provisions for students to face life's challenges and contribute positively to society.² This education not only teaches aspects of worship but also instills moral and ethical values that shape students' character. With a strong Islamic religious education, students are expected to have a solid moral foundation to face the challenges of the times and the negative influences of their environment.³

In reality, several cases have been found that demonstrate the irony of morality among students. Data on juvenile delinquency in Indonesia shows that the incidence is quite high and diverse, encompassing various actions such as brawls, drug abuse, and other negative behaviors. UNICEF reports that the rate of violence between teenagers in Indonesia reaches 50% of the total. Furthermore, data from the Indonesian Child Protection Commission (KPAI) shows an increase in cases of physical and psychological violence and bullying among teenagers. For example, on February 19, 2025, a brawl broke out between students in Parungseah Village, Sukabumi, as they were returning home from school. Two students were reportedly seriously injured and rushed to the hospital.⁴ On Friday, February 14, 2025, a patrol team from the Central Jakarta Metro Police arrested three teenagers suspected of being involved in a brawl in the Senen area. They found six sickles believed to have been used in the brawl. The three teenagers were then taken to the police station. The incident, which recently went viral on social media,

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occurred on Tuesday, May 27, 2025, in Kampar, Riau. Several female students fought each other and pulled each other's hair, while a group of people encouraged them.⁵

Cases of student delinquency, such as those mentioned above, pose a major challenge to Islamic religious education in schools. Islamic religious education plays a crucial role in shaping students' character, but challenges such as truancy, bullying, promiscuity, drug abuse, and brawls require extra efforts to address.⁶ The researcher's initial observations in March 2025 at SMP Takhassus Al-Qur'an Wonosobo revealed student misbehavior in the form of truancy and ongoing bullying, albeit on a small scale. Therefore, the researcher is interested in examining in more depth the implications of problem-based learning for improving Islamic religious education learning outcomes in the area of good morals. This is considered crucial in assessing the method's significance in addressing moral crises.

Several similar studies have explored this theme, including: Kholil & Arifin researched the implementation of the Problem Based Learning learning model in Islamic religious education learning which contributed to strengthening the character education of elementary school students.⁷ Research by Nasir et al.,⁸ regarding the application of the Problem Based Learning model to improve the learning outcomes of Islamic religious education for junior high school students. Gifra & Sesmiarni studied the influence of the Problem Based Learning learning model on improving learning outcomes in Islamic religious education.⁹ Hikmah & Widdah examined the application of the Problem Based Learning model to improve the science learning outcomes of class V students at a private Islamic elementary school.¹⁰ Research by Utami et al., related to the application of the Problem Based Learning model in Islamic religious education learning to improve students' critical thinking skills.¹¹

To the author's knowledge, no studies have been found that discuss the effectiveness of Problem Based Learning in improving learning outcomes in Islamic religious education on the topic of praiseworthy morals, especially when related to its implications for Islamic education. Therefore, the author feels the need to fill the gap in this problem, and analyze it in depth so that it can become a useful finding for Islamic education in the future. Departing from the effort to fill this gap, the author will realize this research with the aim of analyzing the implications of Problem Based Learning in improving learning outcomes in Islamic religious education on the topic of praiseworthy morals for grade VII students of SMP Takhassus Al-Qur'an Wonosobo.

¹ Mohd. Rafi Riyawi and Denny Febriansyah, "The Urgency of Religious Moderation in the Perspective of Islamic Education," *Journal of Social Research* 2, no. 8 (2023): 2578–91, <https://doi.org/10.55324/josr.v2i8.1309>.

² Muhammad Annas Budiarto and Unik Hanifah Salsabila, "Optimizing Islamic Education Towards the Golden Era of Indonesia," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (2022): 1–19, <https://doi.org/10.31538/tijie.v3i1.105>.

³ James M Carson, Pei-han Chen, and J. Francois Outreville, "Foreign Direct Investment Affect the Supply of Life Insurance in Developing Countries?," *Journal of Insurance Issues* 44, no. 1 (2021): 38–64.

⁴ Riki Achmad Saepulloh and Krisiandi, "Perkelahian Berdarah Siswa Di Sukabumi, Diawali Saling Tantang Lewat Medsos Berujung Saling Bacok," *Kompas.Com*, February 20, 2025, <https://bandung.kompas.com/>.

⁵ Auliya Sholikhatun, Robingun Suyud El Syam, and Bambang Sugiyanto, "Degradasi Etika Murid Generasi Z (Kajian Kitab Maraql 'Ubudiyah Syarah Bidayatul Hidayah Bab Al-Qoul Fi Adab As-Suhbah Wa Al-Mu'Asyarah Ma'a Al-Khaliq Azza Wa Jalla Wa Ma'a Al-Khalq)," *Jurnal Ilmiah Nusantara* 2, no. 3 (2025): 615–26, <https://doi.org/10.61722/jinu.v2i3.4568>.

⁶ Naylatul Fadhilah, Aini Yusra Usriadi, and Gusmaneli Gusmaneli, "Peran Pendidikan Islam Sebagai Solusi Krisis Moral Generasi Z Di Era Globalisasi Digital," *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 3 (2025): 230–237, <https://doi.org/10.61132/jmpai.v3i3.1119>.

⁷ Y Satria Hafizil Khalil and Syamsul Arifin, "Implementasi Problem Based Learning Dalam Pendidikan Agama Islam Analisis Perspektif Pendidikan Karakter Di Sekolah Dasar," *Edukatif* 6, no. 6 (2024): 6414–25, <https://doi.org/10.31004/edukatif.v6i6>.

⁸ Tatang Muh Nasir et al., "Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam Di SMPN 1 Kadipaten," *MANAZHIM* 5, no. 1 (2023): 261–77, <https://doi.org/10.36088/manazhim.v5i1.2903>.

⁹ Gifra and Zulfani Sesmiarni, "Pengaruh Model Pembelajaran Problem Based Learning Terhadap Peningkatan Hasil Belajar PAI," *Edu Research* 6, no. 1 (2025): 2320–29, <https://doi.org/10.47827/er.v6i1.836>.

¹⁰ Nur Hikmah and Minnah El Widdah, "Penerapan Model PBL Untuk Meningkatkan Hasil Belajar IPAS Siswa Kelas V MI Swasta," *IHSANIKA* 3, no. 2 (2025): 137–149, <https://doi.org/10.59841/ihsanika.v3i2.2642>.

¹¹ Siti Fahra Utami et al., "Penerapan Model Problem Based Learning Dalam Pembelajaran PAI Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 3, no. 4 (2025): 2364–2368, <https://doi.org/10.31004/jerkin.v3i4.902>.

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B. LITERATURE REVIEW

Problem-Based Learning (PBL) is an educational approach in which students learn by actively investigating and solving real-world problems. This method shifts the focus from traditional lecture-based learning to a more student-centered approach, where students are actively involved in the learning process. This approach emphasizes the development of problem-solving, critical thinking, and collaboration skills, while encouraging a deeper understanding of the subject matter.¹² Thus, Problem-Based Learning is seen as an effective learning method for developing critical thinking, problem-solving, and independent learning skills in students. By focusing on real-world problems, this method helps students learn actively and connect with the real world.

The basic concepts of Problem Based Learning include: 1) A learning approach that uses problems as a trigger for learning and building knowledge; 2) Students are faced with complex and real problems, then they work in groups to analyze, seek information, and formulate solutions; 3) Emphasizes active learning, where students are responsible for their own learning process.¹³

Characteristics of Problem Based Learning include: 1) Student-centered learning. Students are actively involved in the learning process and take a role in determining the direction of learning; 2) Problems are the main focus. Problems given must be relevant to real life and challenging for students; 3) Integrated learning. Knowledge, understanding, and skills are interrelated and integrated in problem solving; 4) Learning to understand. The learning process is more important than memorizing facts, with an emphasis on understanding concepts and principles; 5) Teamwork. Students learn to work together, communicate, and collaborate in solving problems.¹⁴

The benefits of Problem Based Learning include: 1) Improving problem-solving skills. Students learn to identify problems, analyze them, find relevant information, and formulate solutions; 2) Improving critical thinking skills. Students learn to analyze information, evaluate arguments, and make decisions based on evidence; 3) Improving learning motivation. Real and relevant problems can increase students' interest and motivation to learn; 4) Developing collaboration skills. Students learn to work together, communicate, and share ideas with team members; 5) Preparing students for the real world. This method helps students develop skills relevant to the world of work and everyday life.¹⁵

Problem-Based Learning consists of seven main steps, namely: 1) Orienting students to the problem. The teacher introduces the problem that will be the focus of learning and helps students understand the context of the problem; 2) Organizing students for learning. Students begin to form groups and begin planning how they will find solutions to the given problem; 3) Guiding individual/group investigations. Students begin to seek information, conduct research, and collect data relevant to the problem at hand; 4) Developing and presenting work results. Each group develops a solution to the problem they have researched, then presents it in the form of a presentation or report; 5) Analyzing and evaluating the problem-solving process. After all groups have presented their solutions, students and the teacher together evaluate the problem-solving process that has been carried out, as well as the results of the solutions achieved; 6) Presenting the problem. The teacher presents relevant and challenging problems to stimulate students' critical thinking; 7) Reflecting. Students reflect on the learning process they have gone through, what they have learned, and how they can improve their understanding.¹⁶

Problem-Based Learning (PBL) has several positive implications for learning. For students, Problem-Based Learning has the following implications: 1) Increased understanding; 2) Development of critical thinking skills; 3) Improved problem-solving skills; 4) Increased learning independence; 5) Development of collaborative skills; 6) More enjoyable learning. For teachers, Problem-Based Learning has the following implications: 1) Role as a facilitator; 2) The need for thorough preparation; 3) Flexibility in learning; 4) Challenges in managing learning.¹⁷

¹² Shelagh A. Gallagher, "Problem-Based Learning," in *Systems and Models for Developing Programs for the Gifted and Talented*, Second Edition (Routledge, 2023), 18, <https://doi.org/10.4324/9781003419426-8>.

¹³ Jayden Houghton, "Learning Modules: Problem-Based Learning, Blended Learning and Flipping the Classroom," *Law Teacher* 57, no. 3 (2023): 271–94, <https://doi.org/10.1080/03069400.2023.2208017>.

¹⁴ Lisette Wijnia et al., "The Effects of Problem-Based, Project-Based, and Case-Based Learning on Students' Motivation: A Meta-Analysis," *Educational Psychology Review* 36, no. 1 (2024): 29, <https://doi.org/10.1007/s10648-024-09864-3>.

¹⁵ Yun Kang and Insook Lee, "The Effect of Mixed Reality-Based HoloPatient in Problem-Based Learning Contexts," *Clinical Simulation in Nursing* 82, no. 8 (2023): 101438, <https://doi.org/10.1016/j.ecns.2023.101438>.

¹⁶ Javier Gonzalez-Argote and William Castillo-González, "Problem-Based Learning (PBL): Review of the Topic in the Context of Health Education Aprendizaje Basado En Problemas (ABP): Revisión Del Tema En Contexto de La Educación En Salud," *Seminars in Medical Writing and Education* 3, no. 57 (2024): 1–7, <https://doi.org/10.56294/mw202457>.

¹⁷ Meisam Moradi and Nurul Fazmidar Binti Mohd Noor, "The Impact of Problem-Based Serious Games on Learning Motivation," *IEEE Access* 10 (2022): 8339–49, <https://doi.org/10.1109/ACCESS.2022.3140434>.

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C. METHODS

This paper is field research, namely research carried out systematically to collect data in the field, with the aim of intensively studying the background of the current situation and environmental interactions of a social unit, whether individual, group, institution or society.¹⁸ This type of research is quantitative, where many people associate this research with numbers which have advantages that other research methods do not necessarily have.¹⁹ In addition, research uses an experimental approach to find the effect of certain treatments on others under controlled conditions.²⁰ The research was conducted for two months, starting from March 2025 to April 2025, taking the research location at SMP Takhassus Al-Qur'an Wonosobo.

The study population included all 284 seventh-grade students of SMP Takhassus Al-Qur'an Wonosobo, comprising 124 males and 160 females. The sample is a subset of the population studied and is used as a data source and can represent the entire population.²¹ The sample in this study consisted of 54 respondents, consisting of 27 respondents in the experimental class and 27 respondents in the control class. The data collection technique used by the researcher was to obtain data that met the established standards,²² namely through observation, testing, interviews, and documentation. Validity is carried out to determine whether an instrument is valid or invalid in measuring a research variable. To test instrument validity, the serial point formula is used.²³

$$r_{pbis} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Reliability is the consistency of an instrument used by researchers to measure what they intend to measure. The formula used to determine reliability is the Kuder Richardson formula:²⁴

$$r_{11} = \left[\frac{k}{k-1} \right] \left[\frac{vt - \sum pq}{vt} \right]$$

The homogeneity test in this study was used to determine whether the variances of the experimental and control classes were the same. The formula used in the homogeneity test is as follows:²⁵

$$F = \frac{s_1^2}{s_2^2}$$

The normality test is used to determine whether the independent variable and the dependent variable have a normal or non-normal distribution.²⁶

$$\chi^2 = \sum \frac{(fo - fh)^2}{fh}$$

A hypothesis is the statistical truth of a statement and a conclusion is drawn whether to accept or reject the statement.²⁷ In this study, the hypothesis test uses the following formula:

1. Uji Gain

¹⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Jakarta : Remaja Rosdakarya, 2021), hal 6.

¹⁹ Sepideh Etemadi and Mehdi Khashei, "Etemadi Regression in Chemometrics: Reliability-Based Procedures for Modeling and Forecasting," *Heliyon* 10, no. 5 (2024): e26399, <https://doi.org/10.1016/j.heliyon.2024.e26399>.

²⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2022), hal 72.

²¹ Chittaranjan Andrade, "The Inconvenient Truth About Convenience and Purposive Samples," *Indian Journal of Psychological Medicine* 43, no. 1 (2021): 1–3, <https://doi.org/10.1177/0253717620977000>.

²² Stacey Cutbush et al., "The Outcomes for Human Trafficking Instrument: Validity and Reliability Testing," *Journal of Human Trafficking* 9, no. 3 (2023): 299–310, <https://doi.org/10.1080/23322705.2021.1928860>.

²³ Abdullah Arslan, "Reliability and Validity of Instruments Measuring English Teachers' TPACK," *International Journal of Assessment Tools in Education* 7, no. 3 (2020): 343–360, <https://doi.org/10.21449/ijate.679876>.

²⁴ Robert C. Foster, "KR20 and KR21 for Some Nondichotomous Data (It's Not Just Cronbach's Alpha)," *Educational and Psychological Measurement*, 2021, <https://doi.org/10.1177/0013164421992535>.

²⁵ Shayan Eftekhar and Behzad Eftekhar, "Neurosurgical Literature Classification – Evaluation of Three Automated Methods and Time Trend Analysis of the Literature," *Heliyon* 10, no. 5 (2024): e26831, <https://doi.org/10.1016/j.heliyon.2024.e26831>.

²⁶ Codjo Emile Agbangba et al., "On the Use of Post-Hoc Tests in Environmental and Biological Sciences: A Critical Review," *Heliyon* 10, no. 3 (2024): e25131, <https://doi.org/10.1016/j.heliyon.2024.e25131>.

²⁷ Qianying Wu and Jiang Hu, "Two-Sample Test of Stochastic Block Models via the Maximum Sampling Entry-Wise Deviation," *Journal of the Korean Statistical Society* 18, no. 3 (2024): 299–313, <https://doi.org/10.1007/s42952-024-00260-9>.

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2. Gain Test

Peningkatan hasil belajar hasil belajar pendidikan agama Islam materi akhlak terpuji siswa kelas VII SMP Takhassus Al-Qur'an Wonosobo, dihitung menggunakan rumus rata-rata ternormalisasi, yaitu dengan menggunakan rumus sebagai berikut:²⁸

$$g = \frac{< spost > - < spre >}{100 - < spare >}$$

3. Test-T

The t-test is a parametric statistical testing method. The t-test statistic shows how much an individual independent variable contributes to explaining a dependent variable. The formula used is as follows:²⁹

$$t = \frac{x_i - x_2}{\frac{\sqrt{s_1}}{n_1} + \frac{\sqrt{s_2}}{n_2}}$$

D. RESULTS AND DISCUSSION

1. Results

This research was conducted in class VII of SMP Takhassus Al-Qur'an Wonosobo in the 2025/2026 academic year. This research analyzed the learning outcomes of students in the experimental and control classes through question sheets to determine whether there were differences or not with conventional learning methods with commendable morals, and whether there was an influence on the learning outcomes of students in the experimental and control classes. The population in this study were all students of SMP Takhassus Al-Qur'an Wonosobo. The sample used was class VII G as the experimental class with 27 students and class VII F as the control class with 27 students. This research was conducted in three stages, namely the preparation stage and the evaluation stage:

a. Preparation Stage

The research began with the implementation phase related to the learning process. This phase involved providing appreciation to students, tailored to the material being presented. The material on praiseworthy morals for seventh graders encompassed an understanding of good behavior in Islam, such as humility, obedience, contentment (qanaah), patience, repentance, steadfastness, and sincerity. Additionally, etiquette in interacting with God, fellow humans, and the surrounding environment was studied.³⁰

b. Implementation Stage

The research process was conducted by administering a pre-test on praiseworthy morals before administering treatment to measure the students' initial state. The next stage involved delivering the material using the Problem-Based Learning method.³¹

c. Evaluation Stage

The research process was conducted by providing post-test questions related to the learning outcomes of students in the experimental and control classes. The post-test questions aimed to determine differences and improvements in student learning outcomes after the researcher provided treatment in the form of implementing the Problem-Based Learning method to improve student learning outcomes in the experimental class, while the control class used conventional methods.³²

From the research conducted, the researcher obtained several objective data obtained through data collection techniques. These data included students' initial abilities through a pre-test and student learning outcomes through a post-test. The pre-test and post-test results for students in the experimental class can be seen in the following table:

²⁸ Olcay Cem Bulut et al., "Quality of Life Improvement in Concurrent Septorhinoplasty and Endoscopic Sinus Surgery," *Laryngoscope* 134, no. 3 (2024): 1239–45, <https://doi.org/10.1002/lary.31054>.

²⁹ Mintodé Nicodème Atchadé et al., "A New Topp-Leone Kumaraswamy Marshall-Olkin Generated Family of Distributions with Applications," *Heliyon* 10, no. 2 (2024): e24001, <https://doi.org/10.1016/j.heliyon.2024.e24001>.

³⁰ Abdul Mufid, "Interview with Islamic Religious Education Teacher at Takhassus Al-Qur'an Middle School, Wonosobo," Interview, March 3, 2025, Teacher's Room of Takhassus Al-Qur'an Middle School.

³¹ Pre-test process for Class VII F and VII G students, on March 19, 2025

³² Post-test process for Class VII F and VII G students, on April 23, 2025

³³ Mufid, "Interview with Islamic Religious Education Teacher at Takhassus Al-Qur'an Middle School, Wonosobo."

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Table 1. List of Pre-test and Post-test Scores for Experimental Class (VII G)

No	Student Name	Pre-test scores	Post-test scores
1.	Abdul Ghofur	56	80
2.	Abrisam Abbassy Alindra	60	80
3.	Afidan Izul Umam	70	92
4.	Afiqoh Alya Nabila	56	80
5.	Agri Pradhiesta Yusfy	60	88
6.	Ahmad `Arfan Alfarizqi	56	80
7.	Ahmad Nursolihin	70	84
8.	Ahmad Rifa'i Fakhrudien	60	84
9.	Ahmad Rozzan Nasik	56	80
10.	Aji Rizki Ali Prasetyo	60	80
11.	Albi Mousa Daffa Asyauqie	66	80
12.	Alfatih Zidane Farhat Arifin	64	84
13.	Alya Aninda Zahra	60	92
14.	Dewi Nurina Hanifa	60	92
15.	Disti Wahyu Utami	52	80
16.	Farkhan Nailul Huda	60	92
17.	Favian Muazam	48	80
18.	Floriana Arifin Putri	48	80
19.	Ikmala Zeni Ihsania	52	80
20.	Intan Nur Aeni	52	92
21.	Jovan Febrian Ardiansyah	52	84
22.	Keysita Fayolandra	50	80
23.	Khalil Ar Rahman Zharif	52	88
24.	Muhammad Ni'am Sa'id	56	80
25.	M. Salman Dwi Prasetyo	64	92
26.	Muhammad Syafiq Abrar	48	80
27.	Naufal Dzaki Mansyur	52	84

Source: processed data

The list of pre-test and post-test values for the control class can be seen in the table below:

Table 2. List of Pre-test and Post-test Values of Control Class (VII F)

No	Student Name	Pre-test scores	Post-test scores
1.	Amabel Damara Elisya Putri	68	56
2.	Ana Nur Usrotu Saadah	60	60
3.	Aqilah Hana Mufadhalah	72	56
4.	Asyifa Dewi Maharani	78	60
5.	Asyifatun Nur Aini	64	60
6.	Azkiya Laila Husna	68	68
7.	Dwi Andini Agustiani	68	60
8.	Dwi Rahayu	60	44
9.	Fanny Meilatul Anifa	68	40
10.	Fela Fauziyah Inayati	60	60
11.	Firstly Azmi Luthfi	48	68
12.	Fiya Idamatus Silmi	68	68
13.	Hafsa Al Fiaturrohmania	60	44
14.	Hanania Khanza Afifa	68	60
15.	Iffa Astila Rahma	68	68
16.	Ikmalliya Amaliy	68	56
17.	Kanaya Nuranisya	60	48

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18.	Keysa Sahila Shofro	60	60
19.	Laila Syafa Azzahra	68	68
20.	Lita Aprilia Safitri	60	68
21.	M. Khansa Parisya Hamzah	68	68
22.	Nafri Luthfiyah	52	68
23.	Nunqi Maulidah	52	72
24.	Nur Hafizah	68	56
25.	Nur Rizki	68	68
26.	Nurry Azqia	40	56
27.	Qaisya Nur Aulia	52	48

Source: processed data

2. DISCUSSION

Based on the results of the trial conducted using multiple choice questions, a summary of the validity test of the multiple choice questions was obtained, which can be seen in this table:

Table 3. Multiple Choice Question Validity Test Results

Criteria	Number
Valid	1,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22 23,24,25
Invalid	2

Source: processed data

The validity test results from the table above can be seen from the 25 questions created, 24 valid questions and 1 invalid question. The invalid question was then revised so that the number of questions used as a research instrument was 25 questions. Based on the results of the test questions, a summary of the reliability test was obtained, which can be seen in the following table:

Table 4. Reliability Test Results

Question Type	Number of Questions	Reliability Test Results	Criteria
Multiple choice	25	0,905	Height

Source: processed data

From the results of the trial of the multiple choice test instrument, it was found that the 25 questions tested had a high level of reliability, namely with an r_{11} value of 0.905. The Homogeneity Test was used to determine whether the data from the experimental and control classes were homogeneous or not, namely by comparing the two variants of the two data. The homogeneity test used the pre-test scores of the experimental class students and the pre-test scores of the control class. In the homogeneity test, the following values were obtained:

Table 5. Homogeneity Test Analysis

Analysis	F_{count}	F_{table}
Homogeneity	1,880	1,929

Source: processed data

Because F_{count} smaller than F_{table} ($1,880 < 1,929$), so it can be concluded that the population of class VII of SMP Takhasus Al-Qur'an Wonosobo is homogeneous. The normality test is used to determine whether the data obtained is normally distributed or not, so that a normality analysis can be performed. The results of the pre-test normality test for the experimental class can be seen in the following table:

Table 6. Normality Test of Pre-test Experimental Class

Class	X^2 count	X^2 table	Criteria
VII G	2,15	11,07	Normal

Source: processed data

From the table above shows the value X^2 pre-test show 2,15 and X^2 show count *table* 11,07 or ($2,15 < 11,07$) therefore, it can be concluded that the data is normally distributed and can be used for research. The results of the pre-test normality test for the

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control class can be seen in the following table:

Table 7. Normality Test of Pre-test Control Class

Class	X ² count	X ² table	Criteria
VII F	9,30	11,07	Normal

Source: processed data

From the table above shows the value X² pre-test show 9,30 and X²show count table 11,07 or (9,30 < 11,07) then it can be concluded that the data is normally distributed. This means that the results of the normality test show X²< X². From the results of count table calculations using Chi Square in the table above, it is known that the class used for the research is normal so it can be used for research. The conclusion is if X²< X² then count table the sample or data comes from a normally distributed population so it can be used for research.

The pre-test results were analyzed to obtain data on students' mastery of Islamic religious education learning outcomes on the topic of commendable morals before using the Problem-Based Learning method. The written test was assessed based on the accuracy of the answers. In the first stage of the research, scores were obtained with minimum completeness criteria (KKM) of 70.³³ The analysis of the pre-test results obtained:

Table 8. Pre-test Results Analysis

Group	Highest Score	Lowest Score	Class Average	Completion Score	
				Completed	Not Completed
Experiment	70	48	57,04	2	27
Control	72	40	59,56	1	27

Source: processed data

From the table above, it can be seen that the average value of the experimental class' pre-test results was 57.04 and the average value of the control class was 59.56. Both groups or classes, both experimental and control, have not yet met the KKM, which is 70, so they can be categorized as low. The post-test results were analyzed to obtain data on the improvement in Islamic religious education language learning outcomes after using the Problem-Based Learning method in the experimental class and using the conventional lecture method in the control class. In the final stage of the research, the KKM score was 70. The following table analyzes the post-test results obtained:

Table 9. Post-test Results Analysis

Group	Highest Score	Lowest Score	Class Average	Completion Score	
				Completed	Completed
Experiment	92	80	83,85	27	0
Control	78	40	62,74	2	26

Source: processed data

The table above shows that the average post-test score for the experimental class was 83.85, while the average score for the control class was 62.74. The experimental class's average score met the minimum completeness criteria (KKM) of 70, making it categorized as good. Meanwhile, the control class' average post-test score did not meet the KKM of 70, making it categorized as poor. Hypothesis testing is used to prove whether the proposed hypothesis is acceptable or not. This hypothesis test uses the gain test and the t-test. The gain test is used to see the increase in the success of the implementation of the Problem Based Learning method in the seventh grade of SMP Takhassus Al-Qur'an Wonosobo, teaching praiseworthy morals. Therefore, the formula used is:

$$g = \frac{<spost>-<spre>}{100-<spre>}$$

With:

g : Factor H (N-gain)

S_{post} : average post-test score

S_{pre} : average pre-test score

Criteria:

Height : g > 0,7

Medium : 0,3 < g < 0,7

Low : g < 0,3

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Table 10. Gain Test Analysis Results

Gain Test	Control Class	Experimental Class
G	0,079	0,624

The result of the experimental class gain test calculation is 0.624. So it can be concluded that the learning outcomes of the experimental class are in the high category because the gain test result is $0.624 > 0.7$. The result of the control class gain test calculation is 0.079. So it can be concluded that the learning outcomes of the control class are in the medium category because the gain test result is $0.3 < 0.079 < 0.7$. By applying the Problem Based Learning learning method to the learning outcomes of Islamic religious education, the experimental class appears to be superior compared to the control class which uses conventional methods in learning Islamic religious education.

The t-test in this study was used to determine the difference in the improvement of students' Arabic language learning outcomes between classes that implemented the Problem Based Learning method and classes that did not implement it for grade VII students of SMP Takhassus Al-Qur'an Wonosobo on the topic of commendable morals. The t-test uses the formula:

$$t = \frac{x_1 - x_2}{\frac{\sqrt{s_1^2}}{n_1} + \frac{\sqrt{s_2^2}}{n_2}}$$

Information:

t : test of the difference between two means (t-test)

X_1 : average of the experimental group

X_2 : control group average

S_1 : experimental group variant

S_2 : control group variant

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

n_1 : number of experimental group subjects

n_2 : number of control group subjects

Information:

H_0 : There is no difference in the learning outcomes of Problem Based Learning in the experimental class and the control class.

H_a : There is a difference in the learning outcomes of Islamic religious education between the experimental class and the control class.

Table 11. t-Test Analysis Results

Hypothesis testing	T _{table}		T _{count}
	5%	1%	
t-Test	2,006	2,673	11,591

From the table above, we obtain t_{count} show 11,591, t_{count} is compared with t_{table} with $dk = n_1 + n_2 - 2 = 27 + 27 - 2 = 52$. With degrees of greatness (dk) = 60, and the error rate is 1% so t_{table} 2,673 and error rate 5% so t_{table} 2,006. From the t-test analysis it was obtained t_{count} greater than t_{table} good at the error level 5% ($11,591 > 2,006$) as well as the level of error 1% ($11,591 > 2,673$). Thus H_0 rejected and H_a accepted.

The above data confirms that Problem-Based Learning (PBL) in Islamic Religious Education (PAI) teaching praiseworthy morals can significantly improve the learning outcomes of seventh-grade students at SMP Takhassus Al-Qur'an Wonosobo. These results align with research conducted by Nasir et al.,³⁴ Gifra & Sesmiarni,³⁵ dan Pramesti et al.,³⁶ Problem-Based Learning has been proven to improve learning outcomes in Islamic religious education. Furthermore, the application of Problem-Based Learning in Islamic religious education has been shown to improve students' critical thinking skills.³⁷

These findings have implications for improving conceptual understanding and developing critical thinking skills. Problem-Based Learning allows students to learn through direct experience in solving problems, making concepts of admirable morals easier to understand and remember. This method also trains students to analyze problems, identify solutions, and evaluate their impact, which are essential skills in developing admirable morals.³⁸

Other implications are seen in increased learning motivation, social skill development, and character building. With Problem-Based Learning, students are directly

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involved in the learning process, making the material more engaging and relevant to their real lives. This method often involves group work, which helps students learn to collaborate, communicate, and respect the opinions of others. Problem-Based Learning can help students internalize commendable moral values through direct experience in solving problems related to those values.³⁹

However, these findings also confirm that the application of Problem-Based Learning in the material of commendable morals has several challenges, including: 1) It requires more time to complete the material compared to traditional learning methods. This is because this method emphasizes the problem-solving process by students, which involves discussion, analysis, and finding solutions, all of which require more time than simply receiving information from the teacher;⁴⁰ 2) Requires thorough preparation from the teacher. Using this method, teachers need to design relevant problem scenarios, prepare resources, and facilitate student discussions and presentations;⁴¹ 3) Not all materials are suitable for the Problem Based Learning method. This method is more effective for materials that require problem solving, analysis, and application of concepts in real situations, rather than for materials that are more memorization or factual; 4) Teachers need to guide students in the problem-solving process and provide constructive feedback. This guidance ensures students can learn effectively and develop critical thinking, problem-solving, and collaboration skills.⁴²

E. CONCLUSION

Referring to the research results and discussion, it can be concluded that the application of the Problem Based Learning method in Islamic Religious Education learning on commendable morals material can significantly improve student learning outcomes as evidenced by the results of the experimental class hypothesis with a gain test of 0.624 (high category), the results of the control class gain test of 0.079 (medium category). The improvement in learning outcomes is evidenced by the results of tcount 11.591 and t_{table} 2.006 with an error level of 5% and 2.673 with an error level of 1% with $dk = 27 + 27 - 2 = 52$. This finding has implications for improving conceptual understanding, developing critical thinking skills, increasing learning motivation, developing social skills, and character building. On the other hand, this finding has challenges: 1) It takes longer to complete the material; 2) Requires thorough preparation from the teacher; 3) Not all materials are suitable for PBL, 4) Teachers need to guide students well. Considering these implications and challenges, Problem-Based Learning can be an effective learning model for improving Islamic Religious Education learning outcomes on the topic of good morals and helping shape better student character. Research recommends Problem-Based Learning in education, given the urgency of deep learning in the future.

³⁴ Nasir et al., "Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam Di SMPN 1 Kadipaten."

³⁵ Gifra and Sesmiarni, "Pengaruh Model Pembelajaran Problem Based Learning Terhadap Peningkatan Hasil Belajar PAI."

³⁶ Asa Nadira Pramesti et al., "Implementasi Problem Based Learning Dalam Meningkatkan Hasil Belajar PAI Siswa Kelas IX.A Di SMP Dewantara Kabupaten Bekasi," Hikmah 2, no. 2 (2025): 198–209, <https://doi.org/10.61132/hikmah.v2i2.957>.

³⁷ Utami et al., "Penerapan Model Problem Based Learning Dalam Pembelajaran PAI Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa."

³⁸ Selvi Pransiska, Dewi Purnama Sari, and Aida Rahmi Nasution, "Implementation of the Problem Based Learning (PBL) Model in Islamic Religious Education Learning and Its Implications for the Critical Thinking Ability of Students of SMAN 1 Rejang Lebong," ISLAMIKA 6, no. 1 (2024): 346–62, <https://doi.org/10.36088/islamika.v6i1.4355>.

³⁹ Adang Rusman, "Problem-Based Learning Model in Learning Islamic Religious Education (Study of Religious Character) Bosowa Bina Insani Bogor Junior School," IJEMBIS 4, no. 1 (2024): 18–25, <https://doi.org/10.59889/ijembis.v4i1.271>.

⁴⁰ Muhammad Shidiq Al Aziiz and Daris Kurnia, "Metode Pembelajaran PBL (Problem-Based Learning) Dan PJBL (Project-Based Learning)," Rayah Al Islam 8, no. 4 (2024): 2386–2400, <https://doi.org/10.37274/rais.v8i4.1213>.

⁴¹ Wakifah, Fatimah, and Mega Sulistiawati, "Optimization of Higher-Order Thinking Skills (HOTS) in Islamic Education towards the Era of Society 5.0," Didaktika : Jurnal Kependidikan 17, no. 2 (2023): 55–63.

⁴² A. Halim et al., "The Curriculum of Islamic Religious Education in the Whirlwind of Independent Education and Its Implementation on Learning," Progresiva 12, no. 02 (2023): 261–74.

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