

ARTICLE

Efforts to Enhance Students' Learning Motivation on the Topic of *Sujud* through the Problem-Based Learning (PBL) Model

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ABSTRACT ENGLISH:

Student learning motivation is an important factor in improving learning outcomes in the classroom. However, there are still dozens of students who experience low motivation in learning, especially in Islamic Religious Education subjects. This study aims to increase the learning motivation of seventh grade students by applying the Problem-Based Learning (PBL) model on the theme of "Sujud". This study used the Classroom Action Research method with the Kemmis and Taggart model, which was conducted at UPTD SMPN 1 Makmur with the participation of 32 students. The research was conducted in two cycles, where each cycle consisted of planning, action, observation, and reflection. Data were collected through tests, questionnaires, and observation sheets, and analysed using quantitative description techniques. The results showed an increase in student learning motivation from pre-cycle to cycle I, namely from 53.33% to 57.33%, and increased again in cycle II to 71.51%. The second cycle experienced a greater increase as a result of refining the learning strategy from the previous cycle. The increase in student learning motivation was seen in the increase in student engagement, participation, and test scores. The PBL model provides opportunities for students to be more active in problem solving, thus increasing student learning motivation in Islamic Religious Education subjects, especially on teaching "Sujud".

ABSTRACT INDONESIAN:

Motivasi belajar siswa merupakan salah satu faktor penting dalam meningkatkan hasil belajar di kelas. Namun, masih ada puluhan siswa yang mengalami motivasi rendah dalam belajar, khususnya pada mata pelajaran Pendidikan Agama Islam. Penelitian ini bertujuan untuk meningkatkan motivasi belajar siswa kelas VII dengan menerapkan model Problem-Based Learning (PBL) pada tema "Sujud". Penelitian ini menggunakan metode Penelitian Tindakan Kelas dengan model Kemmis dan Taggart, yang dilaksanakan di UPTD SMPN 1 Makmur dengan melibatkan 32 siswa. Penelitian dilakukan dalam dua siklus, dimana setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan melalui tes, kuesioner, dan lembar observasi, dan dianalisis dengan teknik deskripsi kuantitatif. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar siswa dari pra-siklus ke siklus I, yaitu dari 53,33% menjadi 57,33%, dan meningkat lagi pada siklus II menjadi 71,51%. Siklus II mengalami peningkatan yang lebih besar sebagai hasil penyempurnaan strategi pembelajaran dari siklus sebelumnya. Peningkatan motivasi belajar siswa terlihat pada peningkatan keterlibatan, partisipasi, dan nilai tes siswa. Model PBL memberikan kesempatan kepada siswa untuk lebih aktif dalam pemecahan masalah, sehingga meningkatkan motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam, khususnya pada materi pembelajaran "Sujud".

Introduction

Education is a learning process that aims to acquire knowledge, skills and build students' character (Maawiyah & Zulmaulida, 2023). Through education, cultural values and habits from one generation to the next can be passed on through systematic teaching, training and research methods (Rahman, 2020). Structured education creates a conducive learning environment, allowing students to develop their talents and potential optimally (Ulfiah et al., 2024; Suwanto & Rahman, 2022). With good education, students are expected to not only have intellectual intelligence, but also noble morals, noble personality, and skills that are beneficial to themselves and society (Prasetyo et al., 2024; Fadhillah et al., 2024).

Teachers have a significant role in succession of education. According to Buchari (2018), a teacher not only functions as a driver of student learning motivation, but also as a guide who directs them in achieving learning goals. In the context of modern learning, the teacher's role is no longer limited to one-way delivery of material, but must also be able to create an interactive classroom atmosphere and encourage students to actively think and express their ideas (Iqbal et al, 2023). In line with the opinion of Minsih and Galih (2018), therefore teachers need to use varied learning methods and models so that learning becomes more interesting and effective (Ilham et al., 2024; Tastury et al., 2024).

As far as we concern, education does not only focus on knowledge transfer, but also aims to develop critical and creative thinking skills that are needed in the era of global competition. In this century, the competence of higher order thinking skills (HOTS) is the main demand in the world of education, including in the subject of Islamic Education. Students are required to have attitudes, knowledge, and skills that enable them to compete innovatively and productively. However, the achievement of HOTS cannot be realized without high learning motivation. Students need to have great curiosity, an unyielding spirit, and the ability to think critically in dealing with various problems.

In the context of junior high-school, based on initial observation by the researcher, the learning motivation of grade VII students at UPTD SMPN 1 Makmur is still relatively low, especially in Islamic Education subjects. Many students showed a lack of enthusiasm, a lack of desire to ask questions, and a lack of active involvement in the learning process. To overcome this problem, this study examines the application of the Problem-Based Learning (PBL) model as a student-centered approach, with the aim of encouraging critical thinking and active problem solving. Therefore, this study aims to determine the impact of PBL model on students' learning motivation and academic achievement on the topic of Sujud.

Literature review

Motivation in Teaching-Learning

The changes that any individual experiences after following the learning process are referred to as learning outcomes. These changes include three main domains: psychomotor (skills), affective (attitude), and cognitive (knowledge). Gagne (1985) divides learning outcomes into five main categories: verbal information, intellectual abilities, cognitive strategies, motor skills, and attitudes. Learning outcomes show students' abilities in three domains: cognitive, affective, and psychomotor. To provide a more comprehensive picture of student achievement, evaluation should consider all three domains. Learning outcomes can be used as a measure of the extent to which learning objectives have been achieved.

According to various experts, learning outcomes can be defined as changes in student behavior after learning (Prøitz, 2010; Rauf et al., 2020; Matitaputty & Sopacua, 2023). Learning outcomes include cognitive components such as memorizing, understanding, applying, analyzing, synthesizing, and evaluating; affective such as acceptance, participation, judgment, organization, and characterization; and psychomotor such as perception, readiness, guided movement, habitual movement, complex movement, and creativity. In most cases, learning outcomes are communicated in the form of numbers or grades, which are used to evaluate students' level of achievement. Thus, it is important for this study to provide feedback to teachers on how to improve the learning process

and create remedial programs for students who have not achieved the expected competencies. Therefore, the teaching and learning process is declared successful if students' learning outcomes meet the predetermined learning objectives.

Student Achievement Indicators

Indicators of student learning outcomes are indicators that show how far students have achieved learning objectives during the learning process (Lastrri et al., 2020). This indicator serves as a tool to assess the extent to which students have achieved these goals. Learning outcome indicators are generally grouped into three main domains: cognitive, affective, and psychomotor. In the cognitive domain, the main indicators include concept understanding, analysis, synthesis and problem-solving skills. Students with these indicators have the ability to explain concepts, analyze information, compare concepts, and apply these concepts to solve problems. Evaluation ability is also very important as it gives students the ability to assess information and make decisions based on certain standards.

In addition to cognitive aspects, the affective and psychomotor domains are also very important for assessing student learning outcomes. The affective domain includes things like active participation, change in perspective, appreciation of principles, and adherence to classroom rules. Highly motivated students tend to be more active in discussions and show concern for principles such as honesty and cooperation. However, the psychomotor domain includes practical skills such as conducting experiments, using tools and creating innovative artworks (Ilham et al., 2023). Precision of movement, coordination and mastery of technique in sports and arts are other indicators in this area. Understanding these three domains allow educators to assess the effectiveness of learning and create better methods to improve student learning outcomes.

The problem-based learning (PBL) model

The problem-based learning (PBL) model encourages students to learn actively and build knowledge independently through real experiences. Nugraha (2018) states that this model allows students to understand concepts better by studying real problems. Amir et al. (2020) stated that PBL encourages students to learn about how to learn and work together in groups to solve real-world problems. Problem simulation is used to foster students' curiosity before they start learning a particular subject. Problem-based learning (PBL) improves students' ability to think critically, analytically, and use learning resources effectively (Tabakwan & Talakua, 2022; Supriatna, 2020; Robiyanto, 2021).

According to Hotimah (2020), when the PBL model is applied, the focus of the learning process is more on how students learn rather than just receiving information from the teacher. In this case, the teacher's role changes to a facilitator who helps students find solutions, ask questions, and present problems. The teacher is also responsible for creating an open learning environment so that students can exchange ideas and grow intellectually (Ariyani, B., & Kristin, 2021). Thus, PBL not only focuses on learning outcomes; it also builds students' critical thinking skills and their ability to direct themselves.

By considering the various statements above, it can be concluded that problem-based learning model is an approach that requires students to think critically and work together in solving problems. Group problem solving is an important component of PBL, which must be supported by a conducive learning environment. In this model, the teacher's role is not only to deliver lessons; they also help students find problems, give them direction, and support an active and independent learning process. Therefore, PBL has the potential to improve students' thinking skills and simultaneously prepare them to face real-world challenges.

Method

The study was conducted in two cycles with four main stages: planning, action, observation, and reflection (Zainuri et al., 2024). 15 fourth grade students of UPTD SMP Negeri 1 Makmur were the subjects of this study. In the learning process with the title "Diversity as Sunnatullah", a problem-based

learning (PBL) model was applied to increase students' engagement and understanding of the material taught.

Further, the initial and final tests were used to measure the progress of learning outcomes, questionnaires to measure student motivation, and observation sheets to measure student engagement during the learning process. To see the development of students' scores in each cycle, quantitative data were analyzed using descriptive statistical techniques. Meanwhile, qualitative data was analyzed through reflective discussions between teachers and researchers to understand the dynamics of learning and how effectively the PBL model was used.

Result and Discussion

The results of this study showed that students' desire to learn increased significantly and their academic achievement improved. Students showed a learning motivation of 57.33% during the first cycle, with an average test score of 64. They then showed an increase in motivation to 71.51% during the second cycle, with an average test score of 80. Every student achieved the minimum competency threshold, which shows that the problem-based learning (PBL) model is very effective.

In Islamic education, the PBL model is very effective because it is able to link learning concepts with real life, make the material more meaningful to students, and increase students' participation and their learning outcomes. Previous studies have found that PBL improves students' critical thinking, problem solving and independence. PBL provides a more interactive and student-centered learning experience than conventional learning approaches that tend to be teacher-centered. Therefore, this model can be used as a useful pedagogical strategy to overcome students' lack of desire to learn in similar educational environments. Caused by different learning methods, the learning motivation of PBL and conventional learning models is different. Conventional learning often does not relate the material to the real world, making students feel the lessons are less meaningful. In addition, students are not very motivated to actively participate in learning as this method makes them more passive.

In contrast, the steps contained in the PBL model can allow the learning environment to be more dynamic. These students are active in learning, optimistic, and very initiative. This model makes students more motivated to learn because they have to work together to solve problems and create works. In addition, students are encouraged to seek solutions through various references and communicate the results of their experiments; this builds their confidence in speaking and asking questions.

For instance, Shishigu et al. (2017) states that a team problem-solving-based learning approach helps students learn better than an approach that only requires them to listen to the teacher's explanation. The findings of this study support this idea. PBL is proven to increase students' desire to learn and their concept understanding. Compared to conventional learning methods, PBL models improve concept understanding better. This was shown by several previous studies (Tabakwan & Talakua, 2022; Supriatna, 2020; Robiyanto, 2021).

Overall, PBL has three main components that make it better than conventional learning. First, PBL has the ability to make abstract concepts more appropriate to everyday life situations. Second, PBL enhances students' ability to solve problems and think critically, which improves their understanding of concept. Finally, PBL significantly increases students' learning motivation, which in turn has a positive impact on their learning outcomes.

Conclusion

The application of the Problem-Based Learning (PBL) model in Islamic Education classes for seventh grade students on the topic of diversity as Sujud has proven effective in improving student motivation and learning outcomes. The study showed that students became more engaged, confident, and willing to actively participate in the learning process. Observation data showed that in the first cycle, the number of students who were active in learning reached 57.33%, while in the second cycle it increased to 71.51%, signifying the active category. In addition, the average class score increased from 66 in the pre-cycle to 68 in the first cycle, and continued to rise to 83 in the second cycle. Student learning

completeness also increased significantly, from 47% in the pre-cycle to 53% in the first cycle, and finally reached 97% in the second cycle. This 46% increase in learning completeness shows that the PBL model is effective in helping students achieve optimal learning outcomes. Therefore, future research could further explore the long-term impact of this model on motivation and learning outcomes across different subjects and grade levels.

Ethical considerations

This research was conducted at UPTD SMP Negeri 1 Makmur involving 32 fourth grade students. Before the study began, the researcher informed students, teachers, and school officials about the purpose and methods of the study, while ensuring that their participation was voluntary. Data were collected through tests, questionnaires, and observations, which were used solely for research purposes and kept confidential to protect the privacy of participants. In terms of ethical considerations, this study maintained the confidentiality of students' identities, both in the presentation of results and publication of reports, and did not disclose personal data to third parties without permission. In addition, students participated voluntarily without pressure, and they were allowed to withdraw at any time if they felt uncomfortable. The main focus of this research is to increase students' learning motivation through a problem-based learning model without disrupting the regular teaching and learning process or negatively impacting learners.

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