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Implementation Of The Basic Learning Problem Method Case Study In Islamic Religious Education At Wijaya Kusuma Banjar Margo Junior High School, Tulang Bawang Regency

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Abstract

This study aims to describe the implementation of the Problem Based Learning (PBL) model in Islamic Religious Education (IRE) at Wijaya Kusuma Banjar Margo Junior High School in Tulang Bawang Regency and analyze its impact on student activity and critical thinking skills. The background of this study is based on low learning interest, student participation, and PAI learning outcomes that have not reached the minimum completion criteria due to the dominant use of lecture methods in the learning process. This study uses a qualitative approach with a case study method. Data collection techniques were carried out through observation, interviews, and documentation, with research subjects including the principal, PAI teachers, and students. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that the application of the Problem-Based Learning model in PAI learning is able to increase student engagement, encourage critical thinking skills, and help students understand the material through problem solving related to everyday life. Students become more courageous in expressing their opinions, working together in groups, and taking responsibility for the learning process. However, the implementation of PBL has not been optimal due to limited learning time, differences in student characteristics, and student readiness to participate in problem-based learning. Thus, the Problem Based Learning model can be an effective alternative learning strategy in improving the quality of Islamic Religious Education learning if it is supported by careful planning and good time management and adequate infrastructure support.

Keywords: *Problem-Based Learning, Critical Thinking, Islamic Religious Education*

1. Introduction

Problem-Based Learning (PBL) has historical roots that are inseparable from the contributions of Celestin Freinet in the 1920s. Freinet developed a learning approach that emphasized active student involvement through communication, cooperation, individual responsibility, and self-reflection [1]. Modern PBL began to develop rapidly in the 1960s when it was officially implemented at McMaster Medical School, Canada, in 1969. This model then spread to Europe, particularly at Maastricht University Medical School in the mid-1970s. Over time, PBL has not only been used in the field of medicine but also applied in other disciplines such as economics and law. In Indonesia, the development of higher education curricula has long been based on Competency-Based Curricula (KBK). One important reference for KBK is the Higher Education Competency-Based Curriculum Guidebook published by the Directorate General of Higher Education. This curriculum emphasizes the comprehensive achievement of student competencies [2].

The history of modern PBL began in the 1960s, particularly when the PBL curriculum was first implemented at McMaster Medical School in Hamilton, Canada, in 1969. The concept of the PBL Curriculum was also introduced in Europe in the mid-1970s, specifically at Maastricht University Medical School. Currently, PBL has been implemented in various disciplines in higher education, not only limited to the field of medicine, but also covering the economic and legal sectors. The Competency-Based Curriculum (KBK) has long been a guideline in curriculum development at universities in Indonesia. One of the reference sources used is the Guidebook for Competency-Based Higher Education Curriculum (An Alternative Curriculum Development), published by the Sub-Directorate of KPS (Curriculum and Study Programs), Directorate of Academic Affairs, Directorate General of Higher Education [2].

The traditional education model that places students as objects of learning is now considered irrelevant. This model is considered authoritarian, creating social distance, and inefficient in responding to the needs of modern society. Today's society places greater emphasis on the principles of equality, democracy, and the elimination of barriers based on religion, ethnicity, and race. The relationship between teachers and students is understood as an inseparable whole. Teachers are no longer the sole source of knowledge, but rather facilitators of learning. This change in perspective has led to the emergence of a more participatory approach to learning. Students are positioned as active subjects in the learning process. This view is in line with the thinking of Mulyani Sumantri and Johar Permana, who emphasize humanistic educational relationships [3].

In educational activities, there is a relationship between various elements such as teachers, students, objectives, materials, equipment, techniques, and others. Each element interacts and contributes to achieving learning objectives. Students are the most crucial element in the educational process, because it is the students themselves who need to achieve important goals. Therefore, understanding students is crucial for teachers in learning activities and for achieving the desired outcomes. Strategy is an element that plays a crucial role. Success in achieving goals is highly dependent on this element. Even if these elements are complete and clear, without the right strategy, they will be meaningless in the effort to achieve goals. Thus, every teacher must have deep insight so that the learning process can be organized well and systematically, so that teaching objectives can be realized and students are able to grasp the material well[4].

Dynamic social transformation has given rise to new ideas in the world of education. These developments demand innovative, creative, and relevant learning methods. Learner-centered learning is becoming an increasingly popular approach. One method that has received a lot of attention is Problem Based Learning. This method is considered to be in line with the character of modern society, which is competitive and creative. Implementation in the context of education is understood as concrete actions to achieve specific goals. The Big Indonesian Dictionary defines implementation as the execution of an activity. Meanwhile, Webster's Dictionary emphasizes implementation as the provision of means that produce practical results[5].

Problem-Based Learning is a learning method that presents real-world problems as a learning context. These problems are used to stimulate students' critical thinking and problem-solving skills. In PBL, students are encouraged to seek new information that they did not previously have. This approach requires active student involvement in the learning process. In addition, PBL also encourages cooperation and group discussion. This method is considered effective in increasing student motivation and enthusiasm for learning. Students become more responsible for their learning process. This is in line with the views of Aulia and Budiarti, who emphasize the benefits of PBL in increasing learning participation [6].

In the context of Islamic education, the curriculum is based on the Qur'an and Hadith. The main goal of Islamic education is to achieve happiness in this world and the hereafter. This education emphasizes a balance between faith, good deeds, and piety towards Allah SWT. The fundamental difference between the Islamic Education curriculum and other curricula lies in the orientation of the objectives. Non-Islamic curricula often place more emphasis on material aspects and end results. As a result, the educational process becomes less meaningful. Islamic education places character building as the main aspect. This view is confirmed by Yunus, who highlights the uniqueness of the Islamic education system [7].

Islamic Religious Education is often considered difficult by students. This is especially true when conventional teaching methods are used. Teachers tend to use monotonous lecture methods. As a result, students become bored and unmotivated. This situation leads to low student participation in class. Test results show that many students have not achieved the minimum passing grade. Most students score below the established standard. Therefore, innovative teaching methods that are more engaging and meaningful are needed.

Etymologically, the word "religion" comes from the Sanskrit word gam, which means "to go," and after receiving a prefix and suffix, it becomes "the path" that humans must take. There is another opinion that states that religion comes from a (not) and gam (to go/change/move), so it means teachings that do not change, are eternal, and are passed down from generation to generation. Another opinion explains that religion comes from a (no) and gama (chaos), so that religion means "no chaos" or bringing order. From these theories, religion can be interpreted as a path to a noble and sacred goal. Religion is also understood as something that is eternal and unchanging. In addition, religion is seen as a peaceful, tranquil, and orderly way of life. Ultimately, religion becomes a way to achieve God's pleasure [8].

Islam literally means peace, safety, submission, and purity. The term Islam is composed of the letters S (sin), L (lam), and M (mim), which are rooted in the basic meaning of "safety" (salama). In linguistic terms, Islam is said to derive from the word aslama, which is rooted in salama. This meaning emphasizes that Islam leads to a state of

safety and peace. Islam also contains the meaning of surrender and obedience to Allah. Therefore, Islam is not only an identity, but a way of life that guides attitudes and behavior. This linguistic meaning forms the basis for understanding the objectives of Islamic education, which emphasizes personal development. The explanation of the origin of the term is confirmed in the referenced source[9].

Islamic Religious Education is understood as a conscious effort to prepare students to believe in, understand, appreciate, and practice Islamic teachings. This process is carried out through planned guidance, direction, or training. In its implementation, PAI also pays attention to the requirement to respect other religions. This respect is important for the creation of harmony among religious communities in society. Ultimately, PAI is aimed at supporting the realization of national unity. This definition emphasizes the dimensions of knowledge, attitude, and religious practice in life. Thus, PAI is not only theoretical but also applicable in character building. This formulation is in accordance with the opinion used as a reference[10].

Menurut Muhaimin, PAI dikembangkan dari ajaran dan dasar fundamental yang terkandung dalam Al-Qur'an dan sunnah. PAI dipahami sebagai proses pengembangan potensi manusia agar terbentuk manusia sejati yang berkepribadian Islam. Kepribadian Islam dimaksud adalah kepribadian yang selaras dengan nilai-nilai Islam. Dalam konteks pendidikan, inti prosesnya meliputi transfer ilmu pengetahuan dan keterampilan dari generasi tua kepada generasi muda[11]. Transfer tersebut bertujuan agar generasi muda mampu menjalani kehidupan dengan baik. Dengan kata lain, PAI memadukan aspek nilai, potensi, dan proses pembelajaran lintas generasi. Pendekatan ini menekankan bahwa pendidikan bukan sekadar mengajar, melainkan membentuk pribadi. Rujukan ini ditegaskan dalam penjelasan yang digunakan penulis[12].

Ramayulis emphasized that PAI is a process of preparing people to live perfect and happy lives. This goal includes fostering a love for the homeland and physical fitness. PAI is also aimed at perfecting character or morals. In addition, PAI organizes the mind to be orderly and the emotions to be refined[12]. PAI also encourages work skills so that students become proficient in their work. Ramayulis emphasizes the importance of good communication skills, both verbal and written. On the other hand, PAI also means nurturing, guiding, encouraging, and developing pious individuals. Piety is understood as the degree of human quality in the eyes of others and in the eyes of Allah SWT[13].

The objective of PAI in schools is to nurture, develop, and enhance students' faith. This is achieved by imparting knowledge and fostering an understanding and practice of Islamic teachings. The ultimate goal is to develop Muslim individuals who continue to grow in faith and piety. In addition to spiritual aspects, this objective also includes shaping citizens who are capable of living in a nation and state. Abdul Aziz also emphasized that PAI helps students continue their education to a higher level. In line with this, Sulaiman emphasized the goal of PAI to enable students to understand and skillfully practice Islamic teachings in their daily lives. The implementation of this goal is expected to shape individuals with noble character in their personal, family, and community lives. Thus, the goals of PAI are directed at the faith, piety, character, and social readiness of students[14].

Based on the Ministry of Education's syllabus development guidelines, PAI subjects in schools generally cover the Qur'an, Hadith, Aqidah, Akhlak, Fiqh (Sharia/Worship), and Tarikh (History). In public schools, these five elements are combined into one PAI subject. Meanwhile, in madrasahs or Islamic-based schools, these elements are often separated into separate subjects. The Qur'an emphasizes the ability to read the Qur'an and understand the content of its verses. Aqidah focuses on aspects of belief, which essentially include the pillars of faith, the pillars of Islam, and ihsan. Akhlak is directed at shaping good behavior that is applied in real life. Sharia or fiqh emphasizes worship and its procedures so that students are able to worship correctly. Tarikh examines the growth and development of Islam so that students can get to know and emulate Islamic figures and love the Islamic religion [15].

Problem-Based Learning (PBL) is described by Kelly and Finlayson as a model introduced in 1969 at a number of universities, including McMaster University in Canada, the University of Limburg in the Netherlands, the University of Newcastle in Australia, and the University of New Mexico in the United States. Initially, PBL was used in medical faculties, then expanded to various disciplines such as business, health, law, engineering, and education. PBL presents authentic and meaningful problem situations so that students can easily conduct investigations [16]. Arends (in Jamil) emphasizes that PBL makes students work on authentic problems to construct their own knowledge, develop inquiry and higher-order thinking skills, and independence [17].

Problem-Based Learning (PBL) has specific characteristics that distinguish it from conventional lecture-based learning. According to Fogarty, PBL begins with a problem that serves as the basis and main trigger for the learning process. The problems given to students must be related to the real world so that learning becomes more contextual and meaningful. In PBL, learning is not organized based on academic disciplines alone, but is structured around

the problems being studied. This approach aims to enable students to understand the connection between learning concepts and real life. In addition, PBL gives students a great deal of responsibility for shaping and carrying out their own learning process. The learning process is carried out in small groups to encourage interaction and cooperation among students. At the end of the learning process, students are required to demonstrate their learning outcomes in the form of products or performance as solutions to the problems discussed [18].

Fogarty's opinion is reinforced by Hung and Kolmos, who explain that PBL is problem-focused and student-centered. Learning is centered on students, where students become the main actors in the learning process. One of the main characteristics of PBL is self-directed learning, where students control their own learning process while remaining within the corridor of predetermined learning objectives. In PBL, students are encouraged to seek information, analyze data, and formulate solutions independently or in groups. In addition, PBL also emphasizes self-reflective learning, where students reflect on the learning process and outcomes they have gone through. This reflection aims to increase learning awareness and conceptual understanding. The role of teachers in PBL is no longer as the main source of knowledge, but rather as tutors or facilitators. Teachers are tasked with guiding, directing, and monitoring the learning process to ensure it remains on track [19].

The main characteristics of Problem Based Learning include several important aspects. First, there are real problems that underlie and guide the entire student learning process. Second, the learning process is student-centered and provides ample space for active participation. Third, students have control over the learning process through investigation and problem-solving activities. Fourth, learning emphasizes the activity of critically analyzing and evaluating problems through group work. Fifth, students independently reflect on the learning process and outcomes. All of these characteristics make PBL a learning model that fosters independence and responsibility in learning. Thus, PBL not only improves students' cognitive abilities but also develops critical and reflective attitudes in the learning process[20].

Based on the results of observations and interviews, PAI learning at Wijaya Kusuma Junior High School still shows various problems. Students tend to be passive and lack focus during the learning process. The teaching methods used do not fully encourage active student participation. Problem-based learning has not been optimally implemented by teachers. Teachers also experience difficulties in planning and implementing problem-based learning. Therefore, this study focuses on the implementation of PBL in PAI learning. This study covers the planning, implementation, and evaluation of learning. It is hoped that the results of this study will provide theoretical and practical benefits for the development of PAI learning.

2. Research Methods

This study uses a qualitative approach with a descriptive case study to understand and analyze in depth the implementation of Problem Based Learning (PBL) in Islamic Religious Education (PAI) at Wijaya Kusuma Banjar Margo Junior High School, Tulang Bawang Regency[21]. The qualitative approach was chosen because this study sought to understand the learning phenomenon holistically and contextually, particularly in relation to the processes, meanings, and dynamics of interaction that occur in the classroom. While a case study was used because the research focused on one specific case, namely the application of the PBL method in PAI subjects in one educational unit, thus enabling detailed and in-depth data collection on the learning practices that took place without aiming to make broad generalizations, but rather to obtain a comprehensive understanding of the context being studied. The research was conducted in a natural setting with the researcher as the main instrument in data collection through direct involvement in observation and interaction with the research subjects[21]. Using observation techniques to observe the implementation of PBL-based PAI learning, in-depth interviews with the principal, eighth-grade PAI teachers, and eighth-grade students to explore their experiences and views, as well as documentation as supporting data in the form of Lesson Plans (RPP), syllabi, photos of learning activities, grade archives, and evaluation notes [22]. The research location was in Kampung Tri Tunggal Jaya Unit 4, Banjar Margo District, Tulang Bawang Regency, with research subjects selected purposively based on their direct involvement in the implementation of PBL. The research was conducted in the even semester of the 2024/2025 academic year so that the researcher could observe the continuous application of PBL. The research procedure follows the three main stages of qualitative research, namely the planning stage, fieldwork implementation, and analysis or conclusion drawing[21], in which data analysis is carried out systematically and interactively through data collection, data reduction, data presentation, and verification or conclusion drawing according to the Miles and Huberman model cited by Sugiyono[23]. To ensure data credibility, the researcher applied member checking by confirming the findings with the informants, triangulating techniques and data sources to test the validity of the findings, and maintaining the confidentiality of the informants' identities as part of research ethics [23], so that the research data, consisting of primary data from interviews and observations and secondary data from school

documents, can produce valid, consistent findings and provide an accurate picture of the implementation of Problem-Based Learning in Islamic Religious Education at SMP Wijaya Kusuma Banjar Margo.

3. Results and Discussions

3.1. Implementation of Problem-Based Learning in Islamic Religious Education

The implementation of the Problem-Based Learning (PBL) method in Islamic Religious Education (PAI) at Wijaya Kusuma Banjar Margo Junior High School is institutionally supported by the principal's policy. The school provides space for teachers to apply active and innovative learning so that students do not just passively receive material. The principal emphasizes that PBL is important for training students to think critically and solve problems relevant to everyday life. This policy is in line with the requirements of the 2013 Curriculum, which emphasizes student-centered learning. This support is manifested through the freedom of teachers to choose methods that suit the character of their students. PAI teachers are given the freedom to develop varied and contextual learning strategies. This is intended to make PAI learning less monotonous and more meaningful. This condition shows that, in terms of policy, the school has played an active role in supporting the implementation of PBL[24].

During the planning stage, PAI teachers develop PBL-based Lesson Plans (RPP) by adjusting the material to the basic competencies and learning objectives. Teachers prepare learning tools, supporting media, and problem scenarios for students to discuss. The RPP is developed through the Subject Teacher Working Group (MGMP) forum to strengthen coordination and exchange ideas. This process shows that PBL planning is not done individually, but collaboratively. Teachers also strive to increase the use of learning technology as a means of supporting PBL. Media such as PPT and videos are used to provide initial learning stimuli. This careful planning is in line with the principles of constructivism, which emphasizes the importance of meaningful learning design. Thus, PBL planning at Wijaya Kusuma Junior High School is in accordance with constructivist learning theory[25].

The implementation of PBL in PAI learning is carried out through systematic stages in accordance with the lesson plan. The activity begins with an introduction in the form of apperception, the presentation of learning objectives, and the provision of stimuli. The teacher then presents problems related to the real lives of students. Students are divided into small groups to discuss and find solutions to these problems. In this process, the teacher acts as a facilitator who guides the discussion. Students are encouraged to seek information from various sources, both books and the internet. This activity trains students' critical thinking and cooperation skills. This implementation pattern is in line with the PBL steps proposed by Sukaca and Azani[24].

The final stage of PBL implementation is comprehensive learning evaluation. Assessment covers the attitudes, knowledge, and skills of students. Teachers assess not only the final results but also the learning process itself. Evaluation is carried out through self-assessment, peer assessment, and teacher observation. Student participation in discussions and presentations is one of the assessment indicators. This evaluation approach demonstrates a holistic assessment orientation. This is in line with the constructivist approach that emphasizes the learning process. Thus, the implementation of PBL at Wijaya Kusuma Junior High School has included systematic planning, implementation, and evaluation[25].

The implementation of PBL in PAI learning also reflects a paradigm shift in learning from teacher-centered to student-centered. Teachers are no longer the sole source of knowledge in the learning process. Students are given the space to explore problems and find solutions independently. This process encourages students to actively construct their own understanding. Learning becomes more meaningful because it stems from the students' real experiences. Group discussion activities strengthen social interaction in learning. Islamic values are not only understood theoretically, but also applied. This pattern is in line with the principles of constructivism in Islamic religious education [25].

Overall, the implementation of PBL at Wijaya Kusuma Junior High School demonstrates the school's readiness to apply learning innovations. Policy support, careful planning, and systematic implementation are important factors for success. Although it has not been implemented evenly in all classes, PBL has shown positive development. Teachers and students are becoming accustomed to problem-based learning patterns. This adaptation process requires time and consistency. Ongoing support from the school is essential. The implementation of PBL also requires continuous improvement of teacher competencies. Thus, PBL has the potential to become the main learning strategy in PAI in the future[24].

3.2. The Impact of Problem-Based Learning on Student Learning Outcomes and Engagement

The results of the study show a significant increase in student learning outcomes after the implementation of the PBL method. The average pretest score of students was 67.4, while the average posttest score increased to 82.1. This increase shows a difference of 15.8 points. Of the 15 students, most experienced an increase in scores after PBL-based learning. No students experienced a decline in their posttest scores. This indicates that PBL has a positive impact on the understanding of PAI material. The highest posttest score was 88, while the lowest was 78. This data shows that almost all students achieved scores above the minimum passing grade. These findings reinforce the effectiveness of PBL in improving learning outcomes[24].

Statistical analysis using the paired sample t-test showed a significance value of less than 0.05. These results indicate a significant difference between learning outcomes before and after the implementation of PBL. Thus, the increase in student scores did not occur by chance. PBL has been statistically proven to have an effect on improving students' problem-solving skills. Students became more capable of recognizing and formulating problems. They also became more skilled at analyzing situations and finding solutions. The problem-solving process was carried out with reference to Islamic teachings. This shows the integration between cognitive and religious aspects. These findings are in line with constructivist theory in PAI learning [25].

In addition to improving learning outcomes, PBL also has an impact on student activity in the learning process. Based on the results of observations and questionnaires, the majority of students showed high enthusiasm for learning. As many as 82% of students stated that PBL made PAI learning more interesting. Students felt directly involved in the learning process through discussion and problem solving. As many as 78% of students stated that it was easier to understand the material because it was related to real problems. Group discussion activities encourage students to express their opinions. Group presentations train students' communication skills. Learning becomes more lively and interactive. These findings support research on active learning in PAI[26].

Changes were also seen in students' thinking patterns after the implementation of PBL. Students demonstrated more logical and structured thinking skills. They were able to construct arguments based on relevant data and sources. The use of the Qur'an, Hadith, and opinions of scholars became part of the problem-solving process. This shows that PBL not only improves academic abilities but also understanding of Islamic values. Students have become more reflective in understanding Islamic teachings. PAI learning is no longer merely rote memorization. The learning process has become a means of developing critical and religious attitudes. Thus, PBL contributes to the development of students' 21st-century competencies [25].

Student engagement in PBL learning is also evident in the increased cooperation among students. Group discussions encourage students to share ideas and opinions with each other. Students learn to appreciate different points of view within the group. This process trains students' social and communication skills. Students' responsibility for group tasks also increases. Each group member has a role in solving problems. This creates a collaborative learning atmosphere. These conditions support a more humanistic and participatory PAI learning process[26].

Overall, the impact of PBL on student learning outcomes and activity shows very positive results. Improvements in academic grades are accompanied by changes in student attitudes and learning patterns. Students have become more active, critical, and responsible in their learning. The learning process is no longer one-way. PBL encourages students' emotional and intellectual involvement. This reinforces the meaning of PAI learning in students' lives. These findings emphasize the relevance of PBL as an effective learning strategy. Thus, PBL should be implemented continuously in PAI learning[24].

3.3 Supporting Factors, Inhibiting Factors, and Relevance to the Literature

Factors supporting the implementation of PBL at Wijaya Kusuma Junior High School include school policy support and the availability of facilities and infrastructure. The principal assessed that basic facilities such as classrooms and textbooks sufficiently supported PBL learning. In addition, encouraging teachers to innovate was an important factor in the success of PBL. Teachers felt they were given the trust to develop learning methods. The positive impact of PBL was evident in the increased activity and courage of students. Students are more accustomed to working together in groups. Student responsibility and participation have also increased. These factors reinforce the effectiveness of PBL in PAI learning. These findings are in line with Parnawi's (2023) recommendations[25].

However, there are several obstacles to the implementation of PBL. Limited learning time is a major obstacle to the optimal implementation of PBL. In addition, differences in student character and readiness affect the effectiveness of group discussions. Not all students are accustomed to problem-based learning. Some students are still passive and need more intensive guidance. The application of PBL is also not yet evenly distributed across all classes. This condition shows that PBL is still in the development stage. Teachers need to adjust PBL steps to classroom conditions. These obstacles were also found in previous studies [24]

Efforts made to overcome these obstacles include adjusting PBL steps to the available time. Teachers also use learning media gradually so that students do not feel overwhelmed. MGMP forums are utilized to improve the quality of learning planning. The principal continues to encourage teachers to innovate and improve their pedagogical competencies. This approach demonstrates the importance of institutional support in learning innovation. The adaptation process is carried out gradually in accordance with the students' readiness. This strategy is in line with the recommendations of the active learning literature. Thus, the sustainability of PBL requires the collaboration of all parties [25].

Overall, the findings of this study are relevant to various previous studies on PBL and constructivist learning. The implementation of PBL at Wijaya Kusuma Junior High School is in line with PBL practices at Muhammadiyah 1 Klaten Senior High School. Both contexts show a shift in the role of teachers from being the center of information to being facilitators. The positive response from students shows that PBL is able to overcome the boredom of traditional PAI learning. The integration of PBL with constructivism and active learning approaches strengthens the quality of learning. This study is also in line with findings on Game-Based Learning in PAI. All of these approaches emphasize the importance of contextual and reflective learning. Thus, PBL can be recommended as an effective strategy in PAI learning .

In addition, the findings of this study are also relevant to the Game Based Learning approach in PAI learning. Both approaches emphasize the importance of active student involvement. Challenge-based learning increases student motivation. PAI material becomes more interesting and easier to understand. Social interaction is an important part of the learning process. PBL and GBL both support 21st-century learning. Both encourage critical and collaborative thinking. Thus, PBL is part of a broader active learning framework[26].

Overall, the supporting and inhibiting factors of PBL provide a clear picture of its implementation in the field. The success of PBL is greatly influenced by school policy support. Teachers' pedagogical competence is also a key factor. The existing obstacles are technical in nature and can be overcome gradually. Support from professional communities such as MGMP is very important. The implementation of PBL requires consistency and continuous evaluation. The integration of theory and practice is the main strength of PBL learning. Thus, PBL can be a relevant and effective solution for PAI learning[25].

4. Conclusion

Based on the results of the study, it can be concluded that the implementation of the Problem Based Learning (PBL) method in Islamic Religious Education at Wijaya Kusuma Banjar Margo Junior High School in Tulang Bawang Regency has been running quite well and is at a developing stage. The school provides policy support for active learning and gives teachers room to innovate in accordance with the curriculum and characteristics of the students. The implementation of PAI learning using the PBL method is carried out systematically through preliminary activities, contextual problem presentation, group discussions, presentations, and evaluations. In this process, teachers act as facilitators, while students are actively involved in solving problems related to daily life and Islamic values. The application of PBL has been proven to have a positive impact on student learning outcomes. This is demonstrated by an increase in the average pretest score from 67.4 to 82.1 on the posttest. The results of the paired sample t-test show a significance value of $p < 0.05$, which indicates a significant difference in learning outcomes. In addition, students showed an increase in activity, interest in learning, critical thinking skills, and cooperation in groups. Based on these conclusions, this study provides several suggestions for improving the quality of PBL-based PAI learning. Schools are expected to continue strengthening policy support by improving facilities and infrastructure, particularly the use of learning technology. Islamic Education teachers are advised to continue developing creativity and innovation in designing contextual and relevant problems. Teachers also need to manage learning time effectively so that all stages of PBL can be implemented optimally. Students are expected to increase their active participation, cooperation, and responsibility in PBL-based learning. This active attitude is important for developing critical thinking and problem-solving skills. Future researchers are advised to examine the application of PBL in different subjects or levels of education. In addition, future studies can use larger samples and combine PBL with other learning methods.

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