The Effect of Problem-Based Learning Model and Learning Style on Islamic Religious Education Learning Outcomes at State Vocational High School (SMKN) 2 Ciamis-Indonesia

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Abstract

The purpose of this research is to determine whether or not students' achievement of the State Vocational High School (SMKN) 2 Ciamis in Islamic Religious Education (PAI) courses is affected by the use of the Problem-Based Learning (PBL) model and individual differences in learning styles. We utilized the experimental research technique with a four-group Solomon design. In this experiment, four groups were investigated. The results indicated that Problem-Based Learning had a 34% impact on learning outcomes in Islamic religious education, while the remaining 66% was attributable to other variables. How well students do in PAI courses is influenced by both the student's preferred learning style and the Problem-Based Learning (PBL) model. In addition, we learned that the PAI learning community was working to enhance educational results by creating the Problem-Based Learning (PBL) Plus Model.

Keywords: Problem-Based Learning, Learning Style, Learning Outcomes

INTRODUCTION

Humans always need education in their lives[1]. Education is critical because education will be an issue in life and human life throughout their lives, both as individuals, social groups, and as a society[2]. It cannot be separated from human life[3]. The Indonesian nation not only puts education as something important, but the Indonesian nation is trying to realize the concept of education by fostering, training, and empowering Indonesian human resources (HR) in a sustainable and equitable manner[4]. In addition, education is a form of embodiment of the teachings of Allah Swt to guide humans to become complete human beings (insân kâmil).[5]

The existence of education will be a helper for human life, considering that human growth in modern times is now increasingly rapid and human needs are increasingly complex, so it is undeniable that humans always need education in their life and life[6]. According to Hesti Aisah, Uus Ruswandi, and Bambang Samsul Arifin,[7] "education is one of the needs, social functions as guidance, a means of growth that prepares and opens up and forms life discipline". Education is all learning activities that take place throughout the ages in life activity situations. Education takes place in all types, forms, and levels of living environments, which then encourage the growth of all the potential within the individual[8]. Education is a human need throughout life and always tries to be caused by following the times, technology, and culture of society[9]. Therefore, education needs to get attention and handling by the government, society, and by each individual.[10]

Education is essentially an effort to civilize or humanize humans; education is very strategic to educating the nation's life and is needed to improve the nation's quality as a whole[11]. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state[12]. Education is

key to the success of generations that have a civilized nature. Without education, a nation and state will not be able to develop. In this part of the world, even areas far from education can be said to be far from civilized nuances; it can even be less civilized.

Moreover, those who have never known education, who have recognized education alone, are still far from the word civilized. The importance of the word education, which makes humans more civilized. Therefore, education must start as early as possible[13]. The learning process is the core of the educational process[14], as a whole, to achieve the expected institutional and learning goals. Education has an essential role in changing humans into humans[15]. Learning is a physical and mental activity. In learning, there is a connection between the components that form thinking. In learning, it is expected that the time given or taken.

A learning strategy must encourage students to actively construct existing thoughts with the provided stimulus to form new ideas that require students to interpret what and why. A learning strategy must encourage students to actively complete existing thoughts with the provided stimulus to create new thoughts that cause students to interpret the what and why.[16] For learning to be successful, one way is to do learning activities. Learning is one of the human activities, and life cannot elevate. Learning is a personality change, which manifests as new patterns of response in the form of skills, attitudes, habits, knowledge, and skills.[17] Learning is an activity that is very important for all humans. Through learning, humans can change humans from not knowing to knowing, and through learning, humans will also get many benefits that will be obtained in life and life. But it must be admitted there is an assumption of some humans that learning is something boring and also sometimes troublesome. Abandoning this presumption, an educated individual must transform learning activities into something enjoyable so that learning is not tedious and can ultimately achieve its purpose.

Learning is also a human need that must be fulfilled; even learning must be likened to water; if you don't drink it, you will feel like you have to. Likewise with learning, if humans do it, they will feel the need for various knowledge that will be learned in this life. Good. It is also based on Steve Jobs' slogan, which reads, "Stay Hungry, Stay Foolosh" (stay hungry (knowledge) and stay stupid).[18] The slogan implies that humans who are hungry for knowledge and feel that they do not know anything (stupid) will make every effort or struggle earnestly to reach the desired understanding. Based on the preliminary study, the problems that occurred at the research location were found: First, improving student learning outcomes is necessary. From the data obtained in the field, the data on student learning outcomes have decreased: not achieving the Minimum Completion Criteria (KKM) score of 74 for class X, 75 for class XI, and 76 for class XII. Second, teachers do not understand students' learning styles. When the teacher teaches in class, the first activity he does is to study the curriculum, which includes studying the syllabus, making lesson plans (RPP), and looking for books that are relevant to the subject matter to be taught.

Meanwhile, the way students learn, or students' learning styles receive less attention from the teacher. Second, the majority of students expect the implementation of fun learning. PAI teachers specialize in conducting activities to achieve religious teachings to a person or group through learning activities[19]. Teachers are the ones who deal directly with students as objects and subjects in learning[20]. Therefore, the teacher's obligation is to present lessons by pleasing students, especially those carried out by PAI teachers must be can make students happy. Students' pleasure in learning apparently wants PAI teachers to apply new learning models in implementing PAI learning, one of which is the Problem-Based Learning (PBL) learning model.

Furthermore, Hariman Surya Siregar[21], explains "the ability of a teacher or the ability of a teacher can reflect what his main task (educating and teaching), which is manifested in the

implementation of his work, in the form of activities, behaviour, and achievement of demonstrable goals". Besides that, "to realize a quality educational process, a method that has been tested for effectiveness and efficiency is needed."[22] For these problems to be resolved, it requires the role of competent, creative, and innovative teachers who are implemented in teaching and learning activities in Islamic Religious Education Subjects, one way by applying the Problem-Based Learning (PBL) model learning model.

METHOD

The method used in this research is the experimental method. The experimental approach seeks the effect of specific treatments on others under controlled conditions[23]. The technique used is the Solomon Four Group Design model experiment. This design includes all groups and can show the first consideration of the external validity factor (external validity).[24] It is possible to conduct experimental research on a large scale, with more than one class or school receiving the experiment. If more than two groups are being compared, the appropriate statistical procedure is an analysis of variance (ANOVA). All distinct types of test analyses must have a homogeneous group variance. The researcher can only perform descriptive data analysis if this cannot be controlled. In pure experimental research, investigations with multiple treatments are frequently conducted. ANOVA (one-way) and ANOVA (two-way) are prevalent data analysis methods utilized in pure experimental research. If the experiment employs only one treatment for > two groups of subjects, a one-way ANOVA is used, and a two-way ANOVA is used if the experiment employs two distinct treatments for > two groups of subjects.

RESULTS AND DISCUSSION

Before testing the hypothesis, the data of each variable, namely X1: Problem-Based Learning (PBL) Model; X2: Learning

Style; and Y: Learning Outcome. Linear descriptive statistics above, the next step is testing classical assumptions. Based on the Sig. value in the linearity column, the Sig value is obtained. 0.005, it can be concluded that the independent and dependent variables are linear. Meanwhile, based on the Sig. value in the deviation from linearity column, a value of 0.216> from 0.05 is obtained, so the relationship between the independent and dependent variables is linear. Based on the Durbin Watson value of 2.133> from the dU value of 1.650, it is concluded that there is no positive and negative autocorrelation thread on the data; Variable X1: PBL Learning Strategy obtained a Sig value of 0.515, it can be concluded that this variable does not occur heteroscedasticity. Varaibel X2: Student Learning Style obtained a Sig value of 0.950, it can be concluded that there is no heteroscedasticity in this variable. So, both variables can be concluded that there are no symptoms of heteroscedasticity.

Student Learning Outcomes in Islamic Religious Education (PAI) Subjects at SMKN 2 Ciamis were examined relative to two independent variables, X1: Problem-Based Learning (PBL) Model and X2: Learning Style. Students' performance on standardized tests subjects in Religious Education (PAI) courses at SMKN 2 Ciamis was unaffected by exposure to the Problem-Based Learning (PBL) model and learning style. Students' achievement in Islamic Religious Education (PAI) courses at SMKN 2 Ciamis improves thanks to the use of the PBL model and approach. The Sig value of 0.002 0.05 suggests that there is a joint influence of X1 (Problem-Based Learning) and X2 (Learning Style) on Y (Student Learning Outcomes). With a Sig value of less than or equal to 0.05, problem-based hypothesis testing indicates that X1 (Problem-Based Learning) and X2 (Learning Style) influence Y (Student Learning Outcomes) in Islamic Religious Education Subjects at SMKN 2 Ciamis. Furthermore, by examining the R Square value of the above test results, it is possible to ascertain that variable X1 (Problem-Based Learning) and variable X2 (Learning Style) have a significant influence on variable Y (Student Learning

Outcomes) in Islamic Religious Education classes at SMKN 2 Ciamis.

Based on the results of hypothesis testing, it can be seen that simultaneously variable X1 (Problem-Based Learning) and variable X2 (Learning Style) affect variable Y (Student Learning Outcomes) in Islamic Religious Education Subjects at SMKN 2 Ciamis. The effect is 0.340 or 34% (0.340 x 100). The hypothesis test results concluded that there was indeed a joint influence of variables X1 and X2 on variable Y and a very significant influence of 34%. It can be understood that variable X1: Prombelem Based Learning, variable X2: Student Learning Style, if applied in learning Islamic Religious Education together, when the Prombelem Based Learning model is applied, then a teacher must apply the student's learning style. In this case, the teacher must consider the student's learning style. So when the two variables (X1: Problem-Based Learning and X2: Learning Style) are applied together, it affects variable Y: Student Learning Outcomes.

The learning model needed at this time is a learning model that can bring out the creativity of students and is also able to make students active in the learning process. In addition, this learning model was chosen to overcome the problems faced, namely the low learning outcomes of students in Islamic Religious Education (PAI) subjects. It is recognized that teachers currently apply many learning models during the learning process. One of them is the Problem-Based Learning (PBL) learning model.

In this learning, students are given real problems to solve with cooperation between groups so learning is student-centred. Problem-based learning (PBL) is a learning model that teaches students to develop thinking solution problem-solving skills and trains student independence. In addition, Problem-Based Learning (PBL) is a learning model that involves students solving a problem through the stages of the scientific method so that students can learn the knowledge related to the problem and simultaneously have the skills to solve problems. So,

Problem-Based Learning (PBL) is one of the innovative learning models that can provide active learning conditions for students so that the learning outcomes obtained by students increase and impact student achievement.

The steps in the Problem-based learning (PBL) learning model are as follows: (1) The teacher prepares student worksheets while introducing students to the problem. (2) Students are divided into several groups, each comprising 5 to 6 people. (3) Students analyze and discuss problems with each group. Each group makes a report and presents the results of the discussion. The group work results are summarized and then delivered to all students. (4) The teacher develops the material learned and analyzes and evaluates the process of finding solutions to problems.

Learning style is a student's tendency to adapt certain strategies in learning as a form of responsibility to get a learning approach that suits the demands of learning in class / school and the demands of the subject. The learning style of each student is different, depending on the internal and external aspects of the student, and the tendency of each student to have a learning style that is more prominent than other learning styles. The knowledge of each student's learning style will know the ability to know themselves better and know their needs. By knowing each student's learning style, the teacher can apply the right techniques and strategies both in learning and in self-development. A student should also understand his/her learning style. Introducing learning styles will provide the right service to what and how should be provided and done so that learning can take place optimally.

Learning style categories which include: VARK (Visual, Auditory, Read-write, Kinesthetic). Visual learning style (visual learner) emphasizes visual acuity, meaning concrete evidence must be shown first for students to understand. This tendency includes depicting information in the form of maps, diagrams, graphs, flow charts and visual symbols such as arrows, circles,

hierarchies and other materials that instructors use to present things that can be conveyed in words. The auditory learning style relies on hearing to understand and remember. It means that in order to remember and understand certain information, one must first hear it. The kinesthetic learning style requires the individual to touch something that provides specific information in order to remember it.

Learning outcomes are a form of change in behaviour that is expected after students learn learning. Learning outcomes are always expressed in the form of changes in behaviour how the form of changed behaviour is stated in the formulation of instructional objectives. Learning outcomes are a form of change in the expected form of behaviour that includes three aspects: first, the cognitive aspect, including changes in terms of mastery of knowledge and the development of skills or abilities needed to use these abilities. Second, the effective aspect includes changes in terms of mental attitudes, feelings and awareness. Third, the psychomotor aspect, including changes in terms of forms of motor action.

The results of this study are also supported by research conducted by Sahimin, Wahyuddin Nur Nasution, Edi Sahputra on the Effect of Learning Models and Learning Styles on PAI Learning Outcomes of Class VII Students of SMP Negeri 1 Kbanjahe Karo Regency, concluding: (1) So that the learning outcomes of students taught with PBL learning models are higher than students taught with conventional learning models. (2) The learning outcomes of students with visual learning styles are higher than the PAI learning outcomes of students who have kinesthetic learning styles. (3) The learning outcomes of students with visual learning styles taught with PBL are higher than those of kinesthetic learning styles. (4) There is an influence between the use of learning models and learning styles in influencing students' PAI learning outcomes[25].

One of the results of the research was the development of the Problem-Based Learning (PBL) Plus Model. Applying the Problem-Based Learning (PBL) Plus model is expected to

overcome the problems that occur at the research location and can be implemented in other places or other institutions. The meaning of the word "Plus" accompanying the Problem-Based Learning (PBL) Model is that there is a development of the previous Problem-Based Learning (PBL) Model, namely development in the syntax of the Problem-Based Learning (PBL) Model, combined or combined with learning styles, and other factors, regarding the Problem-Based Learning (PBL) Plus Model in improving student learning outcomes through several stages: model planning, model implementation and assumptions.

1. Model planning

Every activity must have a good plan because careful planning will produce maximum results. Planning is a method used to make an activity run smoothly, which is related to the various steps used or that must be taken so that anticipation if things that are not desirable do not run properly with this planning, it will be able to avoid the slightest error in achieving a goal that has been set in learning.

The form of planning is adjusted to the goals or ideals to be achieved in learning both in the short and long term. In this study, researchers offer planning for the Problem-Based Learning (PBL) Plus Model in improving student learning outcomes that can be applied to a school education institution both from the elementary/junior high school and high school levels or other equivalent institutions, planning models offered by researchers are named Problem-Based Learning (PBL) Plus models in improving student learning outcomes. This Model is prioritized for students so that they can overcome the various problems they face during learning because the Problem-Based Learning (PBL) model is basically a complex learning model that positions the problems faced by students to be resolved immediately so that the Problem-Based Learning (PBL) Plus Model can cause critical thinking in students.

As for if other problems are found, which are faced by students, one of which is that students lack discipline in

participating in Islamic Religious Education lessons, then they can apply other ideas offered. Regarding whether the Problem-Based Learning (PBL) Plus Model can overcome other problems besides the problems that occur in this study, the researcher does not recommend it, but if other researchers want to try to apply the Problem-Based Learning (PBL) Plus Model, then they are welcome to try it.

The planning of the Problem-Based Learning (PBL) Plus Model in improving student learning outcomes is implemented through several stages: first, referring to the syntax, which is sufficient: (1) teachers must select appropriate subject matter; (2) use technology in learning (3) focusing on real problems through the use of technology; (4) forming groups as needed; (5) developing creative solutions; (6) developing presentations; (7) analyzing and evaluating the problem-solving process; (9) involving certain communities or groups; (10) reflection; and (11) evaluation. There is a response from other groups from the work presented; (1) analyze and evaluate the problem-solving process; (2) involve certain communities or groups; (3) Reflection; and (4) evaluation.

Second, it refers to the student's learning style. In the implementation of learning by using the Problem-Based Learning (PBL) Plus Model, the learning style must be a reference. This means that teachers must actively pay attention to students' learning in class. The teacher's understanding of students' learning styles must be the main reference because students in one class have different learning styles. Basically, there are three learning styles that students have, namely, visual, auditory, and kinesthetic. These three learning styles are inherent or exist in students, but not all are dominant in students, but one of the three learning styles must be dominant.

In the third place, there are additional considerations. The specified syntax and the students' learning styles also play a role in the success of the Problem-Based Learning (PBL) Plus Model. A teacher must have access to other resources, as they influence the efficacy of the Problem-Based Learning (PBL) Plus Model for

teaching Islamic religious education. Human resources (HR), routines, settings (at school and at home), passions, and opportunities are also relevant.

2. Model implementation

Implementation is an activity for realizing planning into aspect sets to achieve goals that have value effectively and efficiently. In implementing the Problem-Based Learning (PBL) learning model to improve student learning outcomes, the implementation stage is the core activity that must be carried out. Implementing the Problem-Based Learning (PBL) Plus model is fully pursued by following the syntax development determined in the Problem-Based Learning (PBL) Plus Model. In addition, what must also be considered is students' learning styles. The learning styles of students are visual learning style, auditory learning style, and kinesthetic learning style, as well as other factors.

3. Assumptions

Based on the model planning and implementation, to support the success of the Problem-Based Learning (PBL) learning model in improving student learning outcomes, several assumptions achieve these goals: human resources (HR), habits, school environment, home environment, interest, motivation, infrastructure. The following is the explanation: First, is human resources (HR). Human resources are prioritized on the aspects of students and teachers. The student aspect in this case is the input that goes into the school so that it is really a school that has good input, it will give birth to a quality school or institution and vice versa. Therefore, this student input factor is a very important factor in supporting the success of the application of Problem-Based Learning (PBL) in improving student learning outcomes. Teachers are very important because the quality or ability of this teacher will have a big influence on the success of teaching and learning activities in the classroom. In carrying out learning activities, teachers or educators must be able to develop

all their potential. Therefore, teachers must have the competence and commitment to improve student learning outcomes.

Third, educational facilities and infrastructure. In educational institutions, the existence of facilities and parasana is one that can be used in organizing learning which aims to achieve goals and objectives in learning. Facilities and infrastructure are an inseparable part of the success factor of the educational process, it is undeniable that in improving learning outcomes the existence of facilities and infrastructure will greatly affect the success of learning. Fourth, the school environment. The school environment is everything that is outside the student. The school environment that supports the language of learning will certainly greatly affect student learning outcomes, the school environment includes teachers, infrastructure, student interactions, school friends, and so on.

Fifth, the home environment. The home environment is the first and main environment for students, because it is in this environment that students get the main and first education, the existence of a harmonious or conducive home environment will certainly have a very significant impact on student success in learning. Sixth, interest and motivation. Interest and motivation are two things that are very important for successful learning, but it turns out that students' interest and motivation to learn are different. Of course, according to the characteristics of each student. Therefore, to improve learning outcomes, applying the Problem-Based Learning (PBL) learning model can increase students' interest and motivation in following lessons at school, especially in PAI lessons. Seventh is habits. Instilling habits in school is a very important thing. As a PAI teacher, it must be able to instil habits to students so that students are accustomed to making these habits in everyday life. Several habits can be applied, including praying in congregation, reciting the Koran, praying, giving, visiting the sick, saying greetings, and so on.

CONCLUSION

Finding the Problem-Based Learning (PBL) model and learning styles affect student learning outcomes in Islamic Religious Education (PAI) subjects at SMKN 2 Ciamis. The effect is 34%, and the rest is other factors influence 66%. The Problem-Based Learning (PBL) model and learning style affect student learning outcomes in PAI subjects. And the discovery of the development of the Problem-Based Learning (PBL) Plus Model in PAI learning as an effort to improve student learning outcomes.

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