

IMPLEMENTING THE PROBLEM-BASED LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION AT SMK PGRI 2 JOMBANG

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Received: 12-06-2025

Revised: 02-03-2026

Accepted: 25-05-2026

ABSTRACT

By using cooperative learning techniques, especially the Problem-Based Learning (PBL) model, this study seeks to enhance the Islamic Religious Education learning outcomes for students in class X.TPM 2 at SMK PGRI 2 Jombang. Twenty-seven pupils served as study participants, and tests, documentation, and observation were used to gather data. The Kammis and MC Taggart model (1988) served as the basis for the three cycles of the study. The findings demonstrated that students in class X TPM 2 at SMK PGRI 2 Jombang improve their learning outcomes for Islamic Religious Education when the Problem-Based Learning (PBL) paradigm is used. 32% of participants met the Minimum Mastery Criteria in the first test administered prior to the first cycle of the action pre-intervention. 79% of students met the Minimum Mastery Criteria in the first cycle. Eighty-five percent met the Minimum Mastery Criteria in the second cycle. Twenty-six pupils met the Minimum Mastery Criteria in the third cycle. The studentts in class X.TPM 2 at SMK PGRI 2 Jombang enhanced their study of Islamic Religious Education in light of these findings. This model's implementation can be used as a guide to increase learning efficacy in the future.

Keywords: Islamic Religious Education, Learning Outcomes, Problem Based Learning

How to Cite

Asyrof, N. S., Aisida, S., Irhas, M. J., Naim, A. A., & Ramadhani, I. (2026). Implementing the Problem-Based Learning Model in Islamic Religious Education at SMK PGRI 2 Jombang. *INTIHA: Islamic Education Journal*, 3(3), 554-566.
<https://doi.org/10.58988/intiha.v3i3.520>

INTRODUCTION

Various issues of education in Indonesia are still a topic that is often discussed. Some of the problems that occur related to the quality of education due to educational facilities, system, teacher certification, as well as changes in the curriculum and various problems related to the learning process. These issues are still a major concern to be resolved. It is an important part of the dynamic relationship between teachers and students in schools. Although teachers' guidance and supervision remain important, interference with students' participation in solving problems should be reduced. This emphasizes the significance of the teacher's role in providing professional instruction (Yestiani & Zahwa, 2020).

A teacher's ability can be reflected through the expertise in delivering learning materials to students. To achieve effective and efficient delivery, an educator needs to have a deep understanding of various learning methods. This allows them to choose the most appropriate method for teaching a particular subject. Besides, considering what will be taught, a professional teacher also pays attention to who is learning, the significance of the learning process, and the ability of students to follow the learning (Elysa, 2025). The selection of the right method also aims to prevent students from feeling bored or saturated during teaching and learning activities in the classroom. The use of conjunctions in a sentence or paragraph is important to maintain coherence in the arrangement of words or sentences. Therefore, an educator must have a good understanding of the characteristics of the students and be able to use different learning methods for each class according to the characteristics and abilities of the students in the class (Nur Jannah, 2019).

The low learning achievement in the cognitive aspect of students is caused by the lack of active involvement of students in the learning process. This phenomenon is manifested when students, during the implementation of learning in the classroom, some are not fully focused when the teacher explains the material, tend to disturb classmates, engage in personal activities such as spending time on cell phones, or talking to their classmates. To improve the quality of Islamic Religious Education learning, a more dynamic, efficient, and interesting approach is needed (Resky & Suharyat, 2022). Therefore, it is necessary to make innovations in learning methods, especially in Islamic Religious Education subjects in the classroom. One form of innovation that can be applied is the use of learning models that are able to stimulate the participation of students during the teaching-learning process. A concrete example of this learning model is Problem Based Learning (PBL), which specifically provides opportunities for students to be actively involved in the learning process (Nisa, 2015).

This perspective is reinforced by Arends' view, which states that PBL is a form of learning that provides learners with the experience of dealing with a variety of authentic and meaningful problems. these problems serve as a stimulus to encourage inquiry and investigation. This Problem Based Learning (PBL) approach begins by presenting problems to learners at the beginning of learning, which then become the focus of investigation and analysis during the learning process. Therefore, the role of the teacher in this learning context is to provide a variety of challenging problems, questions, and provide facilities that support the investigation activities carried out by learners (Arends, 2008). Problem-Based Learning (PBL) is not intended to require educators to convey as much information as possible about a subject. Instead, the goal is to design

learning so that students can develop critical thinking skills in solving problems. This approach emphasizes the direct involvement of students in the learning process, making the teacher's role more of a guide. Although teachers provide guidance in the initial stages of Problem-Based Learning to help students participate in learning, it is expected that students will be active throughout the learning process (Yati et al., 2024).

Islamic Education learning activities commonly use a conventional model dominated by lecture methods. In the conventional model, the teacher starts the lesson with a lecture, followed by question and answer, practice exercises, the teacher summarizing, and then continues with assigning tasks. Lectures are not recommended for use in teaching methods, yet many teachers still use them. This is related to the current state of Islamic Education learning, and it cannot be denied that there is a need for variations in Islamic education teaching models. Research conducted by Sitti Saenab shows that Problem Based Learning has a significant effect on the motivation to learn Islamic Education. The Problem Based Learning teaching model influences the motivation to learn Islamic Education by 45.6%. Then 54.4% is influenced by individual internal factors such as family, environment, society, and factors that can influence students' learning motivation (Saenab, 2019).

The application of Problem Based Learning (PBL) is expected to improve the learning outcomes of class X TPM 2 students at PGRI 2 Vocational School in Jombang, especially in mastering the material of Islamic Education (avoiding promiscuity and fornication). By giving students the opportunity to actively engage in solving problems, it is expected to motivate them to understand and master the material better (Rizkiyah, 2022). As research conducted by Abdul Aziz on the application of Problem Based Learning (PBL)-based learning strategies in the ability to read the Qur'an, it shows that Problem Based Learning (PBL)-based learning strategies can improve student learning outcomes so as to achieve the Minimum Completeness Criteria that have been set (Aziz et al., 2022).

Each learning model has its advantages and disadvantages. According to Shoimin (2016), some advantages of the PBL model include: 1. Training students to develop problem-solving skills in real-life situations, 2. Encouraging independent learning through learning activities, providing opportunities for students to explore in depth, 3. Focusing learning on problems, eliminating the need to study irrelevant material, reducing the burden on students in terms of memorizing or retaining information, 4. Creating scientific activities through group work, enabling interaction among students, 5. Encouraging students to use various sources of knowledge, such as libraries, the internet, interviews, and observations, 6. Developing students' self-assessment abilities regarding their learning progress, 7. Enhancing students' scientific communication skills through discussions or presentations of their work, 8. Addressing students' learning difficulties individually through group work, including in the form of peer teaching. Meanwhile, some disadvantages of the PBL model involve: 1. It cannot be applied to each subjects, as there are topics that require an active teacher role in delivering information, 2. Difficulties in task distribution in classes with a high level of student diversity (Shoimin, 2014). Referring to the background above, this study aims to address problems within the classroom context. This research is based on Classroom Action Research (CAR) as it is conducted solely within the classroom.

METHOD

This research is a classroom action research conducted at SMK PGRI 2 Jombang, Jombang Regency, East Java Province. This study aims to improve students' learning outcomes in Islamic Religious Education material for grade X through the implementation of the Problem Based Learning model. The subjects of this research are 27 students from class X TPM 2 at SMK PGRI 2 Jombang. The object of this research is the students' learning outcomes in the Islamic Religious Education material for grade X through the implementation of the Problem Based Learning model. This research was conducted in the semester of the 2024/2025 academic year. The research instruments used in this study are: observation using the discovery learning method and test sheets to assess students' learning outcomes in the material of avoiding free association in the Islamic Religious Education subject. The data collection techniques used in this study are observation, tests, and questionnaires, while the data analysis techniques used in this study are descriptive analysis and comparative analysis (Utomo et al., 2024).

The Classroom Action Research model used in this study is the Kemmis-McTaggart spiral model (1988). This model divides one cycle of classroom action research procedures into four stages: planning, action, observation, and reflection. The described stages represent the phases in one cycle. In the next cycle, the planning stage is revised by reducing teacher statements that are controlling towards students. The cycles in classroom action research are ongoing activities, and when it is deemed sufficient, the research can be stopped (Maliasih et al., 2017).

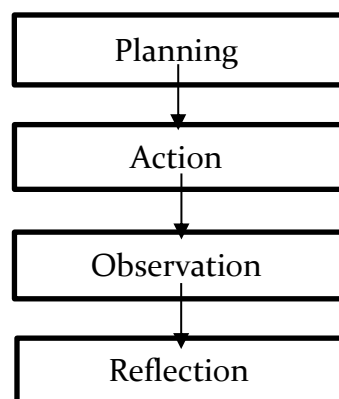


Figure 1. Classroom Action Research Steps

The success indicator of this research is the completion of cognitive learning outcomes if the scores obtained from the test results meet the predetermined Minimum Completeness Criteria set by the school. Individually, students must achieve test scores greater than or equal to the Minimum Completeness Criteria. Meanwhile, classically, 75% of the total number of students must complete their learning individually. Student motivation can increase so that more than 70% of all students meet the good criteria. Teacher performance can improve the management of the class during the learning process if a percentage of between 61%-80% is achieved (Putri et al., 2025).

RESULTS AND DISCUSSION

Implementation Before Classroom Action Research (CAR)

Initially, before the implementation of Problem Based Learning (PBL) was applied to Islamic Education material in the first semester of grade X, focusing on the Basic

Competencies of explaining the branches of faith, the situation was as follows: The first step in implementing the PBL model was to conduct a pre-test session for 27 students in class X TPM 2. The purpose of the test was to evaluate the students' knowledge of Islamic Education lessons. The test results showed that the average score of the students was 69.38, where eleven students (32%) achieved scores that met the standard, while twenty-three students (68%) received low scores. Therefore, it can be analyzed that the students' learning achievement before applying the Problem Based Learning method is categorized as low because it has not reached the established score standard of 75.

Based on the results obtained from the action research (PTK), it can be analyzed that the students who have not graduated based on the minimum completeness criteria amount to 23 students or can be said to be 68%. Before implementing the PBL learning model, only 11 students or 32% graduated. Based on this analysis, the teacher implemented the problem-based learning model. The low student learning outcomes were caused by the learning methodology implemented not being suitable for the students' interests, resulting in boredom and minimal enthusiasm in following the learning materials (Imam et al., 2025). Arsyad states that one of the challenges in achieving learning outcomes is the limitation of some teachers in developing and applying interesting teaching methods that are appropriate for the field, topic, and age of the learners. Therefore, the teaching ability of the teacher has a significant impact on the quality of the learning process activities, with the mastery of the material by the teacher being a key factor in improving the quality of learning in the classroom. (Arsyad et al., 2020)

Therefore, (Najamuddin, 2020) stated that educators need to be able to create a dynamic, productive, creative learning environment that supports an effective learning process. The challenges arising from this situation can be issues that teachers must overcome, such as a lack of innovation on the part of the teacher or passive behavior from students, which can make the learning experience monotonous. As a result, students may feel bored and less enthusiastic during the learning process (Najamuddin & Bustan, 2019). Therefore, it is very important to adopt a learning approach that actively involves students, one of which is through the Problem Based Learning (PBL) model. This model is considered effective in increasing student engagement and can enhance their learning outcomes during the learning process. According to Anderson and Glew (2002), the PBL method helps students develop critical and analytical thinking skills, as well as utilize appropriate learning resources (Saguni, 2013). In conducting classroom action research, the author involved three learning cycles over three meetings using the Problem Based Learning approach. Afterwards, students were assessed through tests to measure the extent of their development and understanding after participating in this learning model (Tamphu et al., 2024). Thus, the author can evaluate the effectiveness of the applied learning method.

Implementation of Cycle 1

The first cycle in the classroom action research conducted by the researcher has several stages for implementing it in each meeting. The process stages are (1) formulating action planning in the learning process such as writing teaching modules or learning syllabuses. According to Maulidia, the teaching module is a learning device based on national curriculum standards to be implemented in the classroom to achieve

the established competency standards (Maulida, 2022). This teaching module is written for one meeting, which will serve as a guideline for the researcher during the implementation of the Problem Based Learning model; (2) directing each student to form groups freely; (3) preparing an observation sheet to collect data during the learning activities; (4) stimulating all groups to ask questions according to the number of their opposing groups. Second, the implementation of classroom action begins with various steps as follows.

Table 1. Implementation of Cycle 1

Types of Activities	Step by Step
Before the Activity	a. Students are invited to pray before starting the lesson, after which they are guided to read the Quran, Surah Al-Isra', verse 32. b. After the opening, the teacher starts by reading a prayer, greeting each student by making eye contact, and asking about each student's condition to provide perception for the students. After that, the teacher provides a motivational quote and poses questions related to the learning material while defining the learning objectives to be accomplished. The assessment includes: Students' ability to formulate problems (20 points), Students' ability to formulate hypotheses (20 points), Students' ability to collect data (20 points), Students' ability to test hypotheses (20 points), and Students' ability to draw conclusions (20 points). c. Dividing students into several random groups to form 3 groups with any number of members.
The Core Activities	a. The teacher explains several steps of the learning process using the Problem Based Learning model. b. The teacher directs students to literacy related to the material to be discussed, which is about sharia insurance. However, this initial literacy step is not very conducive as many students end up chatting or focusing on their phones. Therefore, the lack of student focus during the learning process causes the class to be less conducive. To address this, the teacher took steps by approaching the students and reprimanding them, which successfully restored the students' attention and concentration on literacy activities so that they could actively participate in the learning process again. c. After the literacy session and the students understood what would be discussed, the teacher asked the students to create questions according to their opposing group, with each member of group one forming questions equal to the number of members in group two, group two forming questions equal to the number of members in group three, and so on. This aims to assess how well the students understand what they read. d. Data Collection Stage: Students collect data to test the formulated hypothesis, there is one group that stands out and seems very enthusiastic. e. Subsequently, each group answers the questions that have been made by the opposing group. f. After finishing answering the questions, each group presents the questions that have been answered through a discussion.

Types of Activities	Step by Step
Evaluation Activities	- The teacher gives permission to each group to summarize the results of the problems they have solved. - The teacher presents a brief summary of the previous meeting and ends the lesson by giving a greeting. In addition, this evaluation aims to ensure a good understanding from each group of the problems solved and to provide an overview of the material that has been studied during the meeting.

The results of the evaluation in cycle I showed a learning completeness level of 41%, with an average score of 85.03. The highest score was 83, while the lowest score was 40. A total of twenty-seven students successfully reached the passing category, while seven other students still faced difficulties in answering questions. The findings from this first cycle evaluation indicate that the group problem-solving approach using the Problem-Based Learning model can improve students' learning outcomes. This improvement is consistent with the comparison between the pre-Classroom Action Research (CAR) phase and the results of the evaluation in cycle 2, which showed an increase of 79%.

The results will be carried over to cycle 2 because not all students have achieved the established standard score of 75. After analyzing and evaluating the actions in cycle 1, researchers are re-planning the steps to be taken in cycle 2. Several weaknesses identified in cycle 1, such as a lack of teacher motivation, difficulties in handling students who do not comply with learning rules, constraints in classroom management by the teacher, students' level of familiarity with the Problem-Based Learning model that still needs to be improved, the dominance of some members in one team, and the passivity of some group members, will be the focus of improvements in cycle 2. By making these improvements, it is hoped that students' understanding of the learning material can increase, which in turn will contribute to an increase in students' learning achievements (Ritonga et al., 2021).

Implementation of Cycle 2

The stages outlined in the second cycle action include several essential steps. First, in the implementation planning phase, researchers focus on planning activities for the second cycle, taking into account the results of the analysis and reflection from the first cycle. The steps include: (1) Developing Teaching Modules: Teaching modules are prepared based on the established curriculum. Guidelines in the teaching modules are implemented during the learning process both in and out of the classroom; (2) Providing and creating question cards: Question cards are prepared for students to answer as part of the learning activities; (3) Considering time efficiently: Time is presented as a crucial factor, arranged in such a way that each team can utilize the given time effectively and wisely; (4) Reading questions by the researcher: Researchers read the prepared questions, facilitating students to immediately start discussions and submit answers to the jury teams; (5) Explanation of material by the teacher in more detail: The teacher provides a detailed explanation of the learning material, while also directing the even distribution of groups; (6) Formation of new groups: Students gather with members of new groups in the second cycle. Grouping is conducted heterogeneously to ensure diversity, although it may cause discomfort for some

students. Therefore, the teacher reminds the importance of cooperation and discussion within the group to achieve common goals and win the team.

Second, in the implementation phase of the activities, the learning activities are carried out by following the procedures as follows.

Table 2. Implementation of Cycle 2

Types of Activities	Step by Step
Before the Activity	a. Before the main activity begins, there is a pre-activity stage aimed at creating a conducive learning atmosphere. The following are the steps in the pre-activity: (1) Initial Greeting: The teacher greets the students with a warm welcome to create a positive relationship before starting the lesson. b. Attendance Record: The teacher takes attendance to ensure all students are present and engaged in the learning process. c. Question Stimulus: The teacher starts the session by providing a stimulus to the students in the form of a question about the meaning of Islamic banking briefly. This aims to provoke thinking to encourage students and stimulate active participation. d. Reading the Learning Objectives: The teacher read out the learning objectives so that students clearly understand what will be achieved during the learning session. e. Spirit and Enthusiasm: The teacher spreads enthusiasm to the students, encouraging them to be enthusiastic while participating in the learning process. This can increase student motivation and create a positive atmosphere in the classroom.
The Core Activities	a. Student Grouping: Students are directed to follow the steps of the learning process and are asked to join the groups that have been established, based on the considerations from the implementation of the first cycle. This aims to create heterogeneous and evenly distributed groups. b. Explanation of Materials and Q&A: The teacher provides detailed explanations about free association to the students. A question and answer session with the students is conducted to ensure optimal understanding. c. Repetition of the Problem-Based Learning Model: The teacher repeats the steps in the implementation of the second cycle by applying the Problem-Based Learning model. This model is designed to enhance critical problem-solving as well as student engagement and collaboration in group learning. d. Reading Questions for Each Group: The teacher reads a number of questions or a problem that will be answered by each group. This serves as the basis for discussion and collaboration in seeking solutions. e. Guidance and Encouragement of Collaboration: The teacher guides students to help each other within the group while completing the task. Students are encouraged to engage in active discussions, express opinions, provide ideas, and think critically. Emphasis is placed on encouraging active involvement from all group members.

Types of Activities	Step by Step
Closing Activities	- The teacher gives permission to each group to summarize the results of the problems they have solved. - The teacher presents a brief summary of the previous meeting and ends the lesson with a farewell. In addition, this evaluation aims to ensure a good understanding from each group of the issues being addressed and to provide an overview of the material that has been learned during the meeting.

The test results from cycle 2 reflect a significant improvement compared to the implementation of cycle 1, indicating that learning through the Problem Based Learning (PBL) model has a positive impact on student learning outcomes. The data shows an increase in scores in the second cycle, with a percentage increase of 55.3% compared to cycle 1. With this positive result, a decision was made to continue using the Problem-Based Learning (PBL) model in cycle 3 as an effort to further improve students' learning achievements. The importance of this comparison is illustrated by the reality that some students have not yet reached the established standard score of 70. Therefore, the implementation of the Problem-Based Learning (PBL) model in the third cycle is expected to provide further contributions to improving students' understanding and academic performance, while also helping to meet the established standards. This also reflects a responsive and adaptive approach to the learning needs of students.

Based on the results of the analysis and reflection of the actions in cycle 2, the researcher identified several weaknesses that need to be addressed to improve student learning outcomes. In response to these findings, the researcher redesigned the action strategy to be applied in cycle 3. The purpose of this redesign is to provide concrete solutions to the weaknesses identified in the previous cycle, with the hope that students can achieve better learning outcomes. However, it is important to note that there has been significant progress observed in cycle 2. The teacher has demonstrated better ability in managing the class, particularly in following the learning process with the Problem Based Learning (PBL) method. Meanwhile, the level of student enthusiasm has increased, encouraging them to be more active and brave in expressing their opinions. Considering this positive achievement, the redesign of actions in cycle 3 will focus on improving certain aspects that still require attention, so that the learning process can continue to be optimized and student learning outcomes can improve overall (Ritonga et al., 2021).

Implementation of Cycle 3

The first step in carrying out the third cycle's activities is planning them using the analysis and reflection of the second cycle's results as a guide. This includes: (1) creating a teaching module as a planning design for the material being learned; (2) gathering and preparing blank paper as a tool to address issues related to promiscuity; (3) scheduling activities to gather questions so that students can make the most of the time allotted; (4) having students critically discuss among themselves in their groups in order to answer the teacher's problems within the allotted time; (6) the teacher goes over the material and joins the students during group division; (7) In order to differentiate their groups from those in the second cycle, the students form new ones.

The second step in implementing this third cycle is that there are several steps as follows.

Table 3. Implementation of Cycle 3

Types of Activities	Step by Step
Before the Activity	- At the beginning of the lesson, the teacher greets and salutes the students before starting the lesson. - The teacher takes attendance of all students to know who is present and who is absent along with their reasons. - The teacher asks questions to the students related to the stimulus of competitive behavior. - The teacher explains and defines the direction of learning along with the learning objectives. - The teacher motivates in the learning process so that students are more enthusiastic during the learning.
The Core Activities	- Every stage of the learning process is supervised, and students are encouraged to join groups that have been formed based on the first cycle's implementation results. - All students are directed to read materials on Islamic cooperatives within a set time. - The teacher uses the Problem Based Learning (PBL) model to replicate the stages in cycle 2 implementation. - The teacher circulates to ensure that the students' conditions are safe and comfortable so that they can focus on the problems given. - In addition to encouraging the students to make sure that every group member actively participates when expressing opinions or ideas, the teacher gives the students instructions on how to support one another in groups as they complete assignments and consult for solutions. - The teacher directs the students to present the results of their discussions.
Closing Activities	- The teacher briefly touches on the material that has been discussed. - As a first step, the teacher administers an assessment test to gauge the level of comprehension and progress in achievement of the students from cycle 2. With an average score of 92.21, the test results in cycle 3 surpassed 100%. Twenty-seven pupils in all met the minimal required score. The drawbacks of this cycle, however, were that students were solely driven by the student module book and were still unaccustomed to looking for reference materials from different learning sources. However, based on the findings of cycle 3, it can be concluded that using the Problem-Based Learning (PBL) paradigm to enhance student learning outcomes is highly successful.

It is evident from a variety of tests carried out over multiple research cycles that the percentage of outcomes in cycle 3 increased by 15% from the previous cycle to 100%. Students were therefore able to provide responses that met the learning completeness criterion of 100%. The table below compares student activities from cycle 1, cycle 2, and cycle 3 prior to Classroom Action Research (CAR).

Tablei 4. Comparisoni ofi Studenti Learningi Outcomesi Before Class Action Research

Implementation of Activities	Complete	Percentage	Not Complete	Percentage	Average Value
Before Classroom Action Research (CAR)	11	32%	23	68%	69,38
Cycle 1	16	59%	11	41%	85,03
Cycle 2	21	78%	6	22%	89,94
Cycle 3	26	96,3%	1	3,7%	92,21

The table shows that using the Problem Based Learning (PBL) paradigm is thought to be beneficial for raising student motivation and engagement levels during the learning process, as well as for increasing learning results. As a result, students can succeed in fulfilling at least the required learning standards in Islamic Religious Education. The development of students' learning outcomes from cycle 1 to cycle 2, and then to cycle 3, It shows that the implementation of effective learning through the Problem-Based Learning (PBL) model encourages students to fully understand the subject matter. The increase in students' academic performance can be seen from the rise in the percentage of students who successfully achieve the minimum standard grade during and after the application of the Problem-Based Learning (PBL) model. This indicates that the efficiency of Problem-Based Learning (PBL) not only enriches students' understanding of the material but also has a positive impact on their academic achievements (Rahmawati, 2025). Therefore, it can be concluded that the Problem-Based Learning (PBL) model significantly contributes to the improvement of students' learning outcomes in Islamic Religious Education subjects (Ritonga et al., 2021).

**Figure 2.** Student Learning Outcomes

It can be inferred from the accompanying graph that student learning results have improved throughout the learning process. There was a 47% increase in cycle 1, reaching 59%. With a percentage of 78%, there was an additional 57% increase in cycle 2. Cycle 3 saw a further increase to 96.3%, meaning that all students met the very good category for learning outcomes and that everything was done correctly. Based on the findings of this classroom action research, it can be said that teachers play a critical role in improving students' comprehension, particularly through the use of appropriate and

successful learning models. The application of the Problem-Based Learning (PBL) model is one strategy that has shown promise (Rerung et al., 2017).

CONCLUSION

The research results on the implementation of classroom actions in three cycles show that the use of Problem-Based Learning (PBL) approach can improve students' learning achievement in Class X TPM 2 SMK PGRI 2 Jombang. This is evidenced by the pre-test in Cycle 1, where 16 students (59%) with an average score of 85.03 successfully reached the minimum standard score. In Cycle 2, the number of students who achieved the minimum standard score increased to 21 (78%), with an average score of 89.94. Nevertheless, the success indicator of a score of 70 has not been met by all students, so the research continued to Cycle 3. In this final cycle, 26 students achieved the minimum standard score with an average of 92.21, and 1 student has not completed it. Based on the researcher's experience, it can be concluded that the Problem-Based Learning (PBL) model is very effective. This learning method has been successfully applied not only to general subjects but also successfully in Islamic Education. Therefore, it is recommended for educators to consider the implementation of Problem-Based Learning (PBL) as a recommendation in carrying out the learning process in the classroom. It is also anticipated that teachers, notably at SMK PGRI 2 Jombang, will use the Problem Based Learning methodology in light of the study's findings to enhance student learning outcomes, especially in the area of Islamic education. It is recommended that future researchers expand the findings of the Problem Based Learning model by conducting similar research with different objects.

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