

## **IMPLEMENTATION OF PROBLEM-BASED LEARNING METHODS TO IMPROVE FIQH LEARNING ACHIEVEMENT OF ZAKAT MATERIAL IN GRADE V MIN 8 SOUTH JAKARTA STUDENTS FOR THE 2022/2023 ACADEMIC YEAR**

**Mualimah**  
MIN 8 Jakarta Selatan, Indonesia  
nmmulyati@gmail.com

### **ABSTRACT**

This research is based on the following problems: (a) Does the learning method of Problem Based Learning affect the learning outcomes of Fiqh in Class V Students? (b) How high is the level of mastery of Fiqh subject matter with the application of the Problem Based Learning learning method to Class V students? The objectives of this study are: (a) To reveal the influence of learning Problem Based Learning methods on Fiqh learning outcomes in Class V Students. (b) Want to know how far the understanding and mastery of Fiqh subjects after the application of the Problem Based Learning learning method in Class V students. Each round consists of four stages: design, activity and observation, reflection, and reference. The target of this study was Class V students. The data obtained are in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (66%), cycle II (75%), cycle III (100%). The conclusion of this study is that the Problem Based Learning learning method method can have a positive effect on the learning motivation of Class V students, and this learning model can be used as an alternative to Fiqh.

**Keywords:** *problem-based learning, zakat, Fiqh*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

### **INTRODUCTION**

In education, curriculum development is indispensable. It is related to the learning orientation of the ever-evolving time. The need for learning that applies the current model and is oriented towards learning for life is very necessary. Therefore, education practitioners always evaluate the problems of this curriculum.

In curriculum models, models can be used to determine learning material (content) and methods in achieving the material, in the sense that the model provides a framework for making choices. Mastering various models is beneficial in certain teaching situations.

As quoted by Utami Munandar in his book *Creativity Development of Gifted Children*, Talents and Taylor suggest that not only academic talents need to be nurtured and valued in schools, in the model can be distinguished six talents that can be developed in schools. As stated in the curriculum guide, the program is structured to teach academic content, creativity, planning skills, communication, prediction, and decision making.

The most influential environment in shaping children's creativity is school, because in it there is an educative interaction process that requires students to follow the existing system of rules. A good school will prioritize learning comfort for its students, therefore teachers have a great impact, not only on children's educational achievement, but also on attitude.

In this case, the learning process that maximizes the role of students in finding problem solutions will be more able to help students increase their sensitivity and creativity.

The problem-based learning model is learning that uses various thinking skills from individual and group students and the real environment to overcome problems so that they are meaningful, relevant, and contextual.

The purpose of PBL is to improve the ability to apply concepts to new / real problems, integrate the concept of Higher Order Thinking Skills (HOT's), desire to learn, direct self-learning and skills (Norman and Schmidt).

In PBL, the teacher acts as a guide on the side rather than sage on the stage. This confirms the importance of learning aids in the early stages of learning. Learners identify what they know and what they don't know based on information from textbooks or other sources of information. The syntax of the problem-based learning model is the orientation of students to problems, organizing students to learn, guiding individual and group investigations, developing and presenting works, and analyzing and evaluating the problem-solving process.

From the background of this problem, this study aims to reveal the influence of problem-based learning methods on the learning outcomes of grade V students and find out how far the mastery of the material after the application of problem-based learning methods in grade V students. in the learning of Fiqh on Fiqh material by Class V teachers.

## **METHOD**

This research was carried out in accordance with the Hopkins model research design which began with preliminary actions then continued planning, action, observation, and reflection. The study was conducted as many as 3 cycles. The results of the evaluation in cycle I are still incomplete, so improvements were made in cycle II and there was another reflection and continued in cycle 3. Cycle I reflection is carried out to determine the corrective steps in cycle II, as well as for cycle III.

This research was conducted at MI Negeri X in the 2022/2023 academic year in the even semester, September 2022. The subjects of the study were Class V students for the 2022/2023 academic year. The data collection tool in this study is a teacher-made test whose functions are: (1) to determine how well students have mastered the given learning material in a certain time, (2) to determine whether a goal has been achieved, and (3) to obtain a grade. Then for the analysis technique, namely by quantitative data analysis and in the observation method, qualitative data is used.

## **RESULTS AND DISCUSSION**

### **Question Item Analysis**

Before taking data through tests as a research instrument, it is important to test and analyze the validity, reliability, level of difficulty, and distinguishing power of question items. The trial was conducted on students outside the research target, and the results of the analysis showed that out of 50 questions, 20 were invalid and 30 were valid, with proven reliability with a reliability coefficient of 0.754 that exceeded the r value of product moment, and difficulty levels that included 25 easy questions, 15 medium questions, and 10 difficult questions. In addition, the discriminating power analysis showed that 18 questions had bad criteria, 22 were sufficient, 8 were good, and 2 were not good, thus making the test questions meet the standards required to be used as instruments in research.

## **Cyclical Research Data Analysis**

### ***Cycle 1***

In cycle I, teaching and learning activities are carried out using the cooperative learning method of the Problem Based Learning model, but the role of the teacher is still dominant in providing explanations and directions to students. The results of the formative test showed that the average student achievement was 72, with 22 out of 33 students having completed their studies, achieving a learning completion percentage of 66%. However, this has not met the desired completion percentage target of 85%, because students still have difficulty in understanding new learning concepts. Based on reflection, it was found that teachers were less optimal in motivating students, less effective time management, and lack of student involvement in learning. Therefore, revisions are needed for the next cycle, namely teachers need to be more skilled in motivating students, clearer in conveying learning objectives, distributing time effectively, and increasing student engagement for more effective learning.

### ***Cycle 2***

In cycle II, the preparation and implementation of teaching and learning activities are carried out carefully. Teachers have prepared learning tools including lesson plan 2, formative test question 2, and supporting teaching tools. The implementation of teaching and learning activities is carried out by paying attention to the revision of the previous cycle, so that errors or shortcomings can be minimized. During the learning process, students are assessed through activity rubrics and attitude assessments, which indicate that there is no lack of value in those assessments. Formative test II was conducted to evaluate student success rates, with 25 out of 33 students completing their studies and achieving an average score of 80. Although there are improvements from the previous cycle, there are several aspects that need to be considered for improvement in the next cycle, including increased student motivation, guidance in formulating conclusions/concepts, and time management. With these improvements, it is hoped that the Problem Based Learning learning method can be more effective and students can understand the material better.

### ***Cycle 3***

Cycle III is an advanced stage in the implementation of the Problem Based Learning learning method. In the planning stage, researchers prepare learning tools such as lesson plans, formative test questions, and teaching tools. The implementation of teaching and learning activities is carried out by paying attention to the revision of the previous cycle to avoid the same mistakes. Observations are carried out simultaneously with teaching and learning activities, with assessments using student activity rubrics and attitude assessments. The results showed improvement from the previous cycle, with students getting good ratings in activity and attitude.

Formative test III is conducted to evaluate students' success in understanding the material. The results showed that all students had completed their studies with an average score of 87. The teaching and learning process in cycle III is considered better than the previous cycle, especially in the speaking ability of students who have reached completion.

In the reflection stage, an evaluation of the teaching and learning process that has been carried out is carried out. Although there are some aspects that are not perfect, the

implementation is quite good. Students are actively involved throughout the learning process, and deficiencies from previous cycles have improved. Revision of implementation is not too much needed, but it needs to be maintained and maximized so that the Problem Based Learning learning model can improve the overall teaching and learning process.

### **Completeness of Students' Speaking Skills**

Through the results of this study shows that learning with Problem Based Learning has a positive impact on improving student achievement. This can be seen from the more stable students' understanding of the material delivered by the teacher (learning completeness increases from cycles I, II, and III), which are respectively 66%, 75%, and 100%. In cycle III the completeness of student learning has classically been achieved.

### **Teacher's Ability to Manage Learning**

Based on data analysis, student activity in the teaching and learning process was obtained by applying the Problem Based Learning teaching model in each cycle to increase. This has a positive impact on student achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

### **Student Activities in Learning**

Based on data analysis, student activities in the learning process were obtained Indonesian with the most dominant Problem Based Learning teaching model is, listening / paying attention to teacher explanations, and discussions between students / between students and teachers. So it can be said that student activities can be categorized as active.

As for teacher activities during learning, they have implemented the steps of teaching and learning activities by applying contextual teaching to problem-based teaching models well. This can be seen from the teacher's activities that appear including guiding and observing students in finding concepts, explaining difficult material, giving feedback / evaluation / question and answer where the percentage for the above activities is quite large.

## **CONCLUSION**

Based on the results of research for three cycles, it can be concluded that the Problem Based Learning learning method is effective in improving the quality of Fiqh learning with a positive impact on student learning outcomes, as evidenced by the increase in learning completeness from 66% in cycle I, 75% in cycle II, to reach 100% in cycle III. In addition, this method provides opportunities for students to actively participate in the learning process, both independently and in groups, and encourages the development of student learning creativity.

To improve the effectiveness and optimal results in the teaching and learning process of Fiqh, several suggestions can be proposed. First, careful preparation is needed in applying the Problem Based Learning Method, with the selection of appropriate topics to achieve optimal results. Second, teachers need to train students with a variety of teaching methods consistently, so that students can acquire new knowledge, concepts, and skills that allow them to overcome various problems. Third, further research is needed to deepen understanding of this learning method, considering that current research is only carried out in certain periods. Fourth, similar research in the future will need to implement improvements to achieve better results.

## REFERENCES

- Amir, M Taufiq. 2012. *Inovasi Pendidikan melalui Problem Based Learning*. Jakarta: Prenada Media Group.
- Annurahman. 2010. *Belajar Dan Pembelajaran*. Bandung: ALFABETA.
- Bilgin, Ibrahim dkk. 2009. "The Effect of Problem-Based Learning Instruction on University Students' Performance of Conceptual and Quantitative Problems in Gas Concepts", *Eurasia Journal of Mathematics, Science and Technology Education/ Vol 5 No. 2*, 153-164.
- Broad, James. 2006. "Interpretations of independent learning in further education", *Journal of Further and Higher Education/ Vol. 30 No. 2*, 119-143.
- Dwi, I.M., H. Arif, dan K. Sento. 2013. "Pengaruh Strategi Problem Based Learning Berbasis ICT Terhadap Pemahaman Konsep dan Kemampuan Pemecahan Masalah Fisika", *Jurnal Pendidikan Fisika Indonesia/ Vol. 9 No. 8*, 8-17.
- Ertmer, Peggy A. dkk, 2014, "The Grand Challenge: Helping Teachers Learn/ Teach Cutting-Edge Science via a PBL Approach", *Interdisciplinary Journal of Problem-Based Learning/ Vol. 8 No. 1*, 8-20.
- Graff, Erik De dan Anette Kolmos. 2003. "Characteristics of Problem-Based Learning", *International Journal Engng /Vol. 19, No. 5*, 657-662.
- Gunantara, Gd dan Pt. Nanci Riastini. 2014. "Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa Kelas V", *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha/ Vol: 2 No. 1*, 1-10.
- Kementerian Agama RI. 2011. *Islam Rahmatan Lil'alamin*. Jakarta: Kementerian Agama RI.
- Majid, Abdul. 2005. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosda Karya.
- Ramayulis. 2008. *Metodologi Pendidikan Agama Islam*. Jakarta: Kalam Mulia.
- Rasjid, Sulaiman. 2002. *Fiqih Islam*. Jakarta: Sinar Baru Algensindo.
- Ridwan, Abqary. 2009. *99 Kisah Menakjubkan dalam al-Quran*. Bandung: Mizan Media Utama.
- Rosyid, Moh. Zaiful, dkk. 2019. *Prestasi Belajar*. Jawa Timur : Literasi Nusantara.
- Djamarah, Syaiful Bahri. 2012. *Psikologi Belajar*. Jakarta : Rineka Cipta