

## Application Of PBL Model in Improving Students' Independence in Islamic Religious Education Subjects In Class XI Of State Vocational High School 8 Medan

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### Abstract

Independence Study as one of the aspect crucial students in the learning process who play a role in development potential self . Study of study This related application of the PBL model in improvement independence students at SMK Negeri 8. Research This started from lack of optimization in independence Study tend cause student not enough believe self so that No maximize the abilities that exist within him . Applying method qualitative descriptive , utilizing the process of observation , interviews , and studies documentation as technique collection data. Technique data analysis using stages data reduction , data presentation , then withdrawal conclusion . Findings than study disclose that There is improvement independence student with the implementation of the PBL model , namely skills breakdown problem, ability think critical , and strengthening mark trust self . The implementation of the PBL model must be in accordance with the steps and consistency is an important thing in increasing student independence. The conclusion is that with PBL implementation , independence Study student can increased in eyes Islamic Religious Education lesson in class XI Culinary Arts 7.

### Keywords:

*Problem Based Learning*, Independence.

### INTRODUCTION

Education is a process in developing the potential of each individual. It is stated in Law No. 20 of 2003 which explains that national education allows the development of inherent talents, while forming the character, civilization, and history of a dignified nation, where the goal is to educate the life of the nation. This effort seeks to increase the potential of students, allowing them to develop into individuals with belief, faith, and devotion to God Almighty, have noble morals, are insightful, creative, capable, independent, and also become democratic and responsible citizens.

Learning independence plays a crucial role in equipping students with relevant skills and knowledge to face the complexities of the modern era (Irawan, et al., 2024). Learning independence is conceptualized as the capability of students to address their desires or needs independently, which involves the ability to learn independently, decide on effective learning methods, and carry out learning activities independently (Arifin & Herman, 2018).

The implementation of the Independent Curriculum participates in increasing students' learning independence. This curriculum is designed to give students more space in their learning activities (Salassa et al., 2023). This is realized through a more concentrated focus on active learning experiences, projects, and the development of 21st century skills. The Independent Curriculum recommends that students play a role as active subjects in learning, allowing them to control, organize, and assess their own learning process (Pradina Pustaka, 2022). As articulated by Suhandi and Kurniasri (2019:126), independence is a determining factor in students' success in their learning efforts, thus underlining the need for them to foster an attitude of learning independence in order to achieve learning outcomes effectively. However, students have not developed their independence in learning optimally, causing students to tend to lack self-confidence so that they do not maximize their abilities, dependence on technology and peers reduces the potential for critical thinking skills and problem solving, and teachers still apply learning models which are still not optimal in training students' learning independence.

From the various problems above, all of them can be overcome by encouraging active student contributions to participate in learning activities. The learning model teaches how they learn (Ngalimun, 2017). Problem Based Learning (PBL) in the sub-topic of Marriage Provisions in Islam is a learning model that supports active student involvement in the learning process so that it can increase their independence in learning in class XI Culinary Arts 7. PBL is a teaching model that involves problems related to daily activities, so that students can learn problem-solving skills and critical thinking related to knowledge (Sofyan, et al., 2017). Before the learning process takes place, the problem is presented first to encourage students to conduct research, analysis and search for solutions to the problem (Resti, 2021).

This model facilitates the development of students' skills in systematic problem solving, examining answers, and also concluding. The core of this model is that knowledge is acquired and built by students through their efforts in solving various real problems faced. Students discuss the challenges in small groups, where they record information that they have mastered as well as things that they still do not know. Then they collect the necessary data and knowledge from various sources. All the information that has been collected is then analyzed to find solutions to the

problems that are occurring. The role of the teacher in this process is to observe all activities and provide assistance if needed.

There are a number of relevant previous studies. Research by (Suhayati, et al., 2024) on the Application of the PBL Model in improving student learning independence in science learning. The findings of Suhayati's research are that PBL has an impact on the learning independence of science students in grade V. Research by (Wiwi Widiyarti, et al., 2018) on the Implementation of PBL to improve creative thinking skills and student independence. The results of this study showed an increase in students. Research by (Alyna, Buyung., 2023) on the Application of the PBL model to improve independence and learning achievement. The results of this study are good so that there is an increase in student learning.

Learning models affect student learning, so the teacher's task is to present learning models that can be effective so that students are enthusiastic about participating in learning. Based on temporary observations that researchers conducted at the research location, SMK Negeri 8 Medan is a vocational high school located at Jl. Dr. Mansyur, Padang Bulan Selayang, which was established in 1976. This school applies a *problem-based learning model* to Islamic Religious Education subjects.

The researcher has conducted a temporary observation and interview process with Islamic Religious Education teachers when they saw that the Islamic Religious Education learning carried out by students once a week consisted of 3 subject lessons, where the first lesson was Al-Qur'an literacy, including reading, memorizing, and submitting memorization at the specified time, the second and third lessons included discussion of material, presentations, discussions, and learning evaluations.

Regarding the description above, this study was conducted to see how far the application of the PBL model in increasing student independence. This study is entitled Application of the PBL Model in Increasing Student Independence in Islamic Religious Education Subjects in Class 11 of SMK Negeri 8 Medan .

## **THEORITICAL REVIEW**

### ***Problem Based Learning***

The PBL learning model was originally discovered by health professionals at Mc. Master University in Canada in the 1960s. This concept originated from the observation that students struggled to apply basic scientific knowledge to clinical situations (Maryati, 2018). PBL, or so-called "problem-based learning," includes a series of educational activities designed to foster

students' problem-solving abilities through the use of real-world problems in the learning process, facilitating investigations, and encouraging active cognitive engagement (Susanti Prima, 2018).

In the implementation of PBL there are several steps, namely: 1) Providing orientation to students regarding the problem, 2) Organizing students so that they can carry out research, 3) Helping students carry out investigations in groups or individually, 4) Developing and presenting results, 5) Conducting analysis and assessment of the process when solving problems (Shoimin, 2017).

The advantages of PBL lie in encouraging students to develop their capabilities in solving problems in real contexts, forming their own knowledge from learning activities, and focusing learning on problems so that students only need to learn material related to the problem (Rerung, 2017). The disadvantages are that it takes a lot of time, requires teacher skills so that student work in groups is effective, and is less appropriate if applied in elementary schools (Noni, et al., 2019).

### **Independence**

The meaning of independence includes: (1) certain conditions when someone has the ambition to compete in order to advance for personal good, (2) being able to make decisions and have the initiative to complete each task, and being responsible for each of their actions (Nurhayati, 2016).

There are many signs of independence in the Koran, for example the story of the Prophet Ibrahim in surah Al-An'am/6: 76-79 (Aziz, 2017).

فَلَمَّا جَنَّ عَلَيْهِ اللَّيْلُ رَأَى كَوْكَبًا تَهْتَاجُ هَذَا رَبِّيَ فَلَمَّا أَفَلَ قَالَ لَا أُحِبُّ الْإِفْلِينَ ( ) فَلَمَّا بَلَغَ مِنْ رَبِّي لَأَكُونَنَّ مِنَ الْقَوْمِ الضَّالِّينَ ( ) فَلَمَّا رَأَى الشَّمْسَ بَازِعَةً قَالَ هَذَا رَبِّيَ اللَّهُ الَّذِي فَطَرَ السَّمَوَاتِ وَالْأَرْضَ حَنِيفًا وَمَا أَنَا مِنَ الْمُشْرِكِينَ ( ).

In verse 76 describes the thought process of Prophet Ibrahim which led him to the conclusion that Allah is the only one worthy of worship. Furthermore, verses 77-79 describe how Prophet Ibrahim used satire as evidence of the misguidance of his parents and his people (Shihab, 2012). In line with the experience of Prophet Ibrahim, where he independently investigated the truth of God, until finally he came to the conclusion that Allah is the One who is worthy of worship. However, this is certainly not free from the guidance and direction of Allah SWT.

Normatively, the actualization of the values of the Qur'an in the context of education is to form an independent and responsible personality in the midst of society (Al-Munawwar, 2005: 15). In line with that, the benefits of independent learning foster a sense of responsibility in students, develop problem-solving capabilities, formulate decisions, think critically and creatively, have

strong self-confidence, and become a guide for themselves because they can evaluate their learning. The more independent students are in learning, the easier it will be for them to develop their abilities, because the one who helps them when they are adults is themselves.

The purpose of independent learning is to guide individuals towards positive behavior that facilitates the success of the learning process. When learning is accompanied by independence, it encourages students to carry out their learning activities with a sense of responsibility, determination, and high discipline, thus maximizing their learning achievement potential (Asmar, 2018).

## **RESEARCH METHODS**

Study This apply method qualitative , which means study systematic to components and phenomena as well as its relevance ( Hoy, & Adams, 2015). This research uses a descriptive approach, with observation , interviews , and studies documentation as a technique data collection . Research data sources There is two , namely primary and secondary , primary data is obtained from head school , teachers, students , while secondary data taken from books , journals , etc. Next analyzed with technique follow Miles and Huberman's theory is through data reduction , data presentation , and extraction conclusion (Miles, MB, Huberman, AM, & Saldana, J. 2014). Time of research implemented since date the exit permission study in period time 3 month . Research location located at SMK Negeri 8 Medan. Data analysis techniques .

## **RESULTS AND DISCUSSION**

### **Results**

From the implementation carried out by Islamic Religious Education teachers at SMKN8 regarding the use of PBL in increasing student independence, there are several indicators found by researchers, including the following;

#### 1. Problem Solving Skills

The process by which students solve problems reflects how they use their reason, ideas, concepts and creativity. These vocational high school students are able to produce creative ideas that are not only related to their vocational practice, but also in providing solutions to various problems that occur around them. This ability is very much needed in the world of work. They also try to offer solutions based on their own daily life conditions, so that they are easily understood by other students.

#### 2. Critical Thinking Skills

Student often submit various questions that can be asked appear from various source during the learning process . Questions This Can arise consequence ignorance they to ongoing material studied

, desire they use get understanding comprehensive related Topic said , experience personal who ever they natural , or from the events that they watch in the environment around they . Expressed question is one of method important in hone ability think critical students . Therefore that , frequency student ask correlated positive with development breadth of desire know they related various this matter contribute to the improvement ability think analytical and critical they , which are very useful in journey education they .

### 3. Strengthening Self-Confidence Values

Strengthening students' self-confidence values includes additional strategies implemented by teachers to optimize their learning independence. The strategy implemented at SMKN 8 is through presentation activities in front of the class. Students are encouraged to dare to express the results of the discussions that they have agreed upon together. This habit is implemented in schools based on the knowledge they have, so that there is no fear when presenting concepts related to the learning materials they have learned. If there is an inappropriate delivery during the presentation, students do not feel ashamed to admit it, correct mistakes, and apologize, because this is considered part of the learning process. From this approach, apart from learning to be more independent, students also increase their self-confidence and communication skills which are very important in their lives.

The results of the interview by the researcher with Mr. Ridwan, as a PAI teacher at SMKN 8 Medan, based on his teaching experience, he believes that learning is not just about giving theory, giving assignments, collecting assignments, and then finishing. Learning must involve a process of interaction between teachers and students, as well as the process of processing information and knowledge by students so that they truly understand the knowledge delivered. He also gave direction to students that learning does not have to wait for others to start, does not always depend on schools or teachers, but students must be smart in understanding how to gain knowledge independently without encouragement from others. This is because the main factor of success is the student himself.

In addition, he added that the role of teachers in schools is to help students develop their skills. He likened himself to a key giver, while students must be able to open the door to success with the key through their own efforts. Through the learning process applied in the classroom, the learning atmosphere becomes more orderly, active, focused, and the goals of learning are achieved optimally because of the methods used. Currently, there are various learning models that make it easier for students to understand the material taught in class. The application of the right learning model will determine the effectiveness of student learning, but of course it cannot be separated from the role and expertise of the teacher. Teachers are required to be able to choose a learning model that follows the

needs of students, by considering various aspects to make it easier for students to optimize their learning outcomes.

## **Discussion**

Classroom learning has a great influence on the development of student learning productivity. In this context, teacher skills are needed in selecting learning models that can optimize student learning productivity. The PBL learning model represents a learning approach that involves real-life problems as a contextual foundation for students to develop critical thinking and problem-solving skills, as well as gain insight from the subject matter ( Anwar and Jurotun in Aulia 2021:190 ). **The PBL approach positions students as the center of all learning activities (student-centered learning )**, so that they have a major role in managing and directing their own learning process. The implementation of the PBL model that teachers do in the classroom results in learning independence in students. Independence Study emphasize on activities Study Alone with full belief and trust self . Independence learning is also encouragement For control competence use overcome problem (Egok, 2016).

The learning process by applying the PBL model in increasing student independence reaps significant results, namely in the form of skills in problem solving, in this process creative thinking and ideas are needed to find solutions. Ability think creative support the development of new ideas in get knowledge , approach , perspective , and technique new use understand and complete problem ( Wahyudi , Waluya , & Isnarto , 2020).

The increase in students' learning independence is characterized by critical thinking about something they get, such as asking about things they don't understand or other things. Thinking critical is approach think systematic related something that makes it easier somebody evaluate its accuracy (arguments, questions , ideas, and research ) , ( Beyer in Filsaime , 2008:56) . Trust develops through a certain process in the individual, not instantly (Imam, Trisnani & Fitri, 2022). The process of implementing PBL in the classroom also increases students' self-confidence and goes well, therefore students feel that believing in their own capabilities is something that will make them more enthusiastic in achieving what they aspire to.

Based on results interview with PAI teachers and results questionnaire given to student class XI Culinary Arts 7, research This disclose that application of the PBL model in increase independence Study Students in class XI Culinary Arts 7 can realized with Enough good . So far this , the teacher has make optimal efforts to create effectiveness classroom learning as well as optimize the potential of the students . The PBL model has also applied in accordance with proper procedure , following the steps that have been taken set . In addition that , work The same between students and teachers are

intertwined with Good during the learning process ongoing .

## CONCLUSION

Referring to the research findings at SMK Negeri 8 Medan, it was concluded that the implementation of the Problem-Based Learning (PBL) learning model was effective in improving the learning independence of class XI Culinary Arts 7 students. The main factors that support the success of implementing this model are the implementation of PBL steps systematically and consistently, as well as the seriousness of teachers in implementing the PBL model in the classroom.

Indicators of successful implementation of PBL include improving problem-solving skills, critical thinking skills, and strengthening students' self-confidence. These achievements are realized through good collaboration between teachers and students throughout the learning process. Teachers play a role in orienting problems so that students are able to find the right solution, facilitating question and answer sessions to encourage students to think critically and express their ideas and thoughts, and building students' self-confidence through presentation activities of work results that have been discussed with their groups.

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