

IMPLEMENTATION OF THE PROBLEM BASED LEARNING
(PBL) MODEL IN ISLAMIC RELIGIOUS EDUCATION
LEARNING AND ITS IMPLICATIONS FOR THE
CRITICAL THINKING ABILITY OF STUDENTS OF
SMAN 1 REJANG LEBONG

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Abstract

Education plays an important role in human life, so improving in all aspects is needed, both in terms of teachers as educators and students. Education, which as an effort to humanize humans, must be able to help humans develop their potential. This study aims to find out implementation of the problem based learning (PBL) model in islamic religious education learning and its implications for the critical thinking ability of students of sman 1 rejang lebong. This research uses a descriptive method of Analysis with a type of qualitative research, which is a type of research that describes phenomena or facts on the object under study to take the essence of each phenomenon. Problem Based Learning implementation model which includes planning, implementation and evaluation. The study of Religious Education at SMAN 1 Rejang Lebong is to prepare the appointment of annual learning programs, semester programs, syllabus, lesson plans, and selection of teaching materials. The implementation of the Problem Based Learning Model in teaching Islamic Religious Education is to convey basic competencies and teaching objectives. Keidua, divide students into groups. Third, show students to discuss the problem presented. Fourth, convey the results of the discussion to the front of the class and to other listening groups, while the other group is given the opportunity to speak, imitate suggestions, criticisms, and input. After the presentation is over. Fifth, the teacher evaluates the results of the discussion.

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

INTRODUCTION

Education plays an important role in human life, so improving in all aspects is needed, both in terms of teachers as educators and students. Education, which is an effort to humanize humans, must be able to help humans develop their potential. Seeing the meaning of education itself is as an effort made to achieve goals through the training process and how to educate. Education is an important factor for human life to grow and develop in its life. Changes in life in the world that are increasingly rapid accompanied by the development of technology and science that take place along with changes in the pattern of human life. Educational institutions must be able to keep up with the times. In the era of the Industrial Revolution 4.0, the education system is expected to produce students who can think critically and are able to solve problems (Surayyah & Abdullah, 2021).

It is essential for education to equip individuals with critical thinking skills to succeed in the face of the complexities of the 21st century. Critical thinking (*critical thinking*) is a skill that must be mastered in the 21st century in addition to *creativity* (creative), *Collaboration* (collaboration), *character* (character), *citizenship* (citizenship) and *Communication* (communication) which we often know as the 6C proficiency. Learning is focused on learners or *Student Center* While the teacher is only a facilitator in a learning process. Learning managers such as educators recognize the need for a learner-centered learning approach, learner *centered* due to the approach *teacher centered*. It has been considered traditional and needs to be changed and less active learners are already inadequate for the current age of knowledge. Students are more required to be active so that students can optimally develop their potential (Hasanah et al., 2023).

In Islamic Religious Education, critical thinking is also called rational thinking. In the Government Regulation of the Republic of Indonesia No. 55 of 2007, the purpose of Islamic Education is to develop the ability of students to understand, internalize, and practice religious values that harmonize their mastery in science, technology and art. Islamic religious education (PAI) is part of Islamic education and national education, which is a compulsory subject in every Islamic educational institution. Islamic religious education as stated in GBPP PAI in public schools, is a conscious and planned effort in preparing students to know, understand, internalize, and believe in the teachings of Islam (Amin et al., 2020).

To achieve the goals of national education and the objectives of Islamic religious education, it is determined by the learning process. Educators are required to be able to

choose a learning model that can read the spirit of each student to actively engage in their learning experience. Therefore, a teacher must quickly realize this weakness and start to develop and initiate change early. Starting to change from a teacher-centered system, to a student-centered one that prioritizes the process and ability development and exploration of student potential through learning. This is because the biggest challenge for education is developing and implementing meaningful learning. Meaningful learning can be obtained from learning that involves the real environment, because it is from the surrounding environment that problems arise. The problem-based learning model can be an alternative learning model that allows students to develop critical thinking skills (Sultoni, 2022).

The problem-based learning model directs students not only to listen, but to be really active in discussions to solve problems that have been given by the teacher and also think critically. In the learning process, the ability to think critically is important for students, because by thinking critically, students will use the potential of the mind to the maximum to solve a problem they face in everyday life. In addition, critical thinking is important to reflect on students so that students are accustomed to being trained to think (Hakim, 2023).

SMAN 1 Rejang Lebong is one of the secondary schools in Rejang Lebong that has attention to the quality of Islamic Religious Education learning. Located in the middle of the city and established since 1956, of course, as a school that is not young in age. SMAN 1 Rejang Lebong with the quality of education that is not inferior to other schools is proven by the various achievements achieved by this school starting from the district and provincial levels. The reading interest of students is less so that students tend to be passive in class. This is one of the things that underlies researchers to make SMAN 1 Rejang Lebong as a place of research (Rohman, 2022).

From the problems above, the author is motivated and interested in researching the *Problem Based Learning* model applied in learning Islamic Religious Education SMAN 1 Rejang Lebong and its implications for students' critical thinking skills.

METHODS

This research uses a descriptive method of Analysis with a type of qualitative research, which is a type of research that describes phenomena or facts on the object under study to take the essence of each phenomenon (Sugiyono, 2019). The object of this study is focused on Implementation of the Problem Based Learning (PBL) model in Islamic religious

education learning and its implications for the critical thinking ability of students of SMAN 1 Rejang Lebong. Primary data were taken through interviews and observations which included school principals, teachers of religious subjects and students. Secondary data sources are taken from Islamic religious education subject textbooks, scientific articles, and documentation that support the data needed in discussing this research. While data analysis techniques use data obtained from field results and documentation studies then the data is processed by simplifying existing data so that it is easy to understand. then presented in the form of paragraphs (Ananda, Sultan, & Karnay, 2022), The next process is the provision of explanatory meaning based on the data that has been obtained and presented descriptively, then conclusions are drawn. Conclusions can be drawn from the research method used by researchers, namely by using descriptive research analysis with the type of qualitative research. Because this qualitative approach is research that generates ideas and describes data related to situations that are happening, views and attitudes that occur in a society, conflicts between two or more circumstances. This study was conducted from December 7 to 25, 2023

RESULTS

Implementation of *the Problem Based Learning (PBL) Learning Model* in Islamic Education at SMAN 1 Rejang Lebong

The main thing and importance in education is related to the implementation of the *Problem Based Learning* Model learning, which will be described in the findings made at SMA Negeri 1 Rejang Lebong. SMA Negeri 1 Rejang Lebong has implemented the *Problem Based Learning* Model in the implementation of Islamic Religious Education and in the implementation of the 2013 curriculum at the school since July 2013. Furthermore, in the research findings, that overall the Islamic Religious Education educators numbered 4 people and had attended the 2013 curriculum questions or training, so that they had been equipped with various kinds of mathematics and expertise and information, especially in using problem-based learning ideas in the classroom learning process, as well as the latest learning models. However, only 2 educators want to apply the *Problem Based Learning Model* in teaching Islamic Religious Education, which will be the main information in this study. In the teaching journey, educators must prepare themselves so that the learning process runs smoothly. This preparation is called planning. The research conducted by educators depends

on the learning model, method or strategy they use. Because the learning process is very important in supporting teaching outcomes, therefore there is careful preparation or preparation as the learning is mature before the learning model is applied in a teaching process (Anshori, 2021).

Based on the findings of the research conducted, it can be seen that before learning with the Problem Based Learning learning model, because there is a previous one, including a Learning Plan (RPP). But besides that, the most important interest is in the selection of teaching materials. Learning materials that use Problem Based Learning teaching materials must contain problems, and these problems must occur around the education itself. Educators prepare the necessary learning appointments thoroughly along with the learning syllabus and lesson plans. Educators also prepare themselves with many lessons related to technology, so that the implementation of learning can be immediately good. According to the knowledge of the Problem-Based Learning learning model, teaching is able to train students' thinking performance in solving problems, being able to think critically and scientifically as well as creatively and responsibly during the learning process because students are able to respond to a number of self-help related to various kinds of problems from various aspects (Khasanah et al., 2019).

However, there are obstacles from the application of *the Problem Based Learning Learning Model*, including students finding action in answering problems, saturation and not infrequently students are constrained in finding data, analyzing, and formulating hypotheses due to different levels of inefficiency. Sierra takes a long time to discuss a problem in order to get answers in solving problems, this is where education is expected to accompany students so that these obstacles can be overcome. In line with the outline of the big research, it was concluded that in the most prosiest learning activities as how the *Problem Based Learning model* in teaching Islamic Education that has been going on for a long time, described above has been carried out. The recommendation of the researcher is that the PEIR educator continues to evaluate the learning process using *the Problem Based Learning model* so that the way to learn is maximum and effective. Professional and pedagogic competence so that it can continue to be improved in the implementation of learning in the classroom (Darmawan et al., 2020).

Based on the results of research that researchers have collected through interviews, observations, and documentation of findings at SMAN 1 Rejang Lebong. In this section, we

will discuss the research findings on the implementation of the Teacher Problem-Based Learning Implementation Model in Islamic Religious Education SMAN 1 Rejang Lebong which includes several things, including planning, implementing, and evaluating the Problem Based Learning learning model in Islamic Religious Education. Based on the findings of the research conducted, it can be seen that before learning with the Problem Based Learning teaching model, because there is first, including the Learning Plan (RPP). But besides that, the most important interest is in the selection of teaching materials. Learning materials that use Problem Based Learning teaching materials must contain problems, and these problems must occur around education itself.

Based on these findings, the selection of teaching materials in the Problem Based Learning model in addition to preparing for the adoption of learning as learning in general, must also select teaching materials. Teaching in all subjects is the same and there is evidence of theory with existing ones, where there must be annual programs, semester programs, syllabi, lesson plans, etc. The selection of learning materials in the problem-based learning model at SMAN 1 Rejang Lebong is also proven to have similarities with theory. It can be concluded that there are many similarities with the theory of Sofyan. That means, the selection of material for the implementation of Problem Based Learning learning materials is related to existing learning theories. Based on the findings of the research conducted, the implementation of the Problem Based Learning learning model can be taken through steps, namely the first to interpret teaching objectives. Second, divide the group. Third, guide students in group activities. Fourth, present the results of group discussions. And finally, evaluate the results of student discussions. In line with this outline, it can be concluded that in the learning process activities as the implementation model of *Problem Based Learning* teaching in teaching Islamic Religious Education which has been described above from planning, implementation and evaluation has run well and effectively. The recommendations of staff researchers need educators to evaluate the learning process for maximum results.

Implications of the *Problem Based Learning* (PBL) Learning Model in Islamic Religious Education on the Critical Thinking Skills of Students of SMAN 1 Rejang Lebong

The ability to think critically is very much needed in analyzing a problem until the desire to find a problem to investigate the problem. Model *problem Based Learning's teaching* is very similar to training the ability to think critically of the learner. The results of the findings of

the researchers conducted at SMA Negeri 1 Rejang Lebong show that there are implications for the model of the learning *of Problem Based Learning* of the teaching of Islamic Religious Education on the ability to think critically of students, namely: Stimulating the ability of students to analyze problems, synthesize problems, recognize and solve problems, conclude, and evaluate. Based on the results of interviews and observations on the implementation of the problem *Based Learning* in the PAI teaching, the positive implications for the critical thinking of students are that students are able to formulate problems in learning and students are able to analyze problems. The next step is to consider possible answers and conclude, at this stage students should attempt to solve the problem based on answer data obtained from various sources and information, then knowledge of the conclusions of what they have discussed. At this stage, students discuss with each other in testing the identity of an answer using existing data so that the data can be held accountable and then determine the solution to the right problem.

However, from the abilities that have been mentioned, it is found that there is a lack of doubt and lack of confidence in the number of critical thinking that is maximum, it is believed that there are people from Them whose interest is lacking, there are still doubts and a sense of lack of confidence in the education of the mother. However, this can still be overcome by teachers who always help motivate and inculcate the class during teaching and learning activities. Critical thinking skills can be trained using the PBL learning model. Because of problem solving in PBL teaching, students will carry out the problem-solving process, especially in the process of solving cocopoic problems. In this case, the learner will critically think about and consider one of the best problems facing the problem. PBL is a strategy in teaching where students are faced with real-world problems with such a problem, students will try to identify problems, formulate possible answers and solve them based on information from various sources. During PBL activities, students carry out critical thinking activities, namely analyzing, concluding and finding illusions of problems caused by the desire for analysis or argumentation. The activity seems to involve critical thinking skills. (RYS,93-100).

PBL empowers critical thinking performance because it involves thinking activities that are not just reasoning. PBL imposes a sense of co-thinking about co-nature, but more so thinking about ideas that mimic together. PBL syntax is also closely related to the lure of critical thinking. Such an indicator of critical thinking becomes analysis and evaluation. The ability of learners in analyzing the problem-solving process largely determines the level of

performance of critical thinking iterations because analyzing is the intellectual process of selecting the following problems. (EiS,112-120). thus, judging from the advantages and syntax in PBL, it means that PBL has the potential to paralyze the interminability of students' critical thinking performance. PBL can be used to find alternative solutions to problems. During PBL activities, students perform activities that improve critical thinking performance, such as the ability to interpret information, infer and then interpret the illusion of problems caused by the desire for information or argumentation.

Based on the results of research conducted at Negeri 1 Rejang Lebong High School, it shows that there are implications for the implications of the learning of *Problem Based Learning*, the implication of learning Islamic Religious Education on the performance of critical thinking of students. The performance of critical thinking is very much needed in analyzing a problem until it wants to find a problem to investigate the problem. Model Problem Based Learning's teaching is very similar to training the ability to think critically of the learner. with was implemented to facilitate the learning of *Problem Based Learning* in the teaching of PAI to impart implications for the ability to think critically of educators. Stimulate students to be able to identify problems, analyze problems, students are able to identify conclusions from problems and integrate illusions from problems with problems which are all indicator of critical thinking.

DISCUSSION

The Based Learning Program is one of the learning materials designed to balance the ability of learners to think critically, analytically and to use the same resources for learning. Learning is a problem-based setting providing money for students to engage students' community knowledge. In step 1 of Problem Based Learning with the Problem Posing strategy, namely student orientation to the problem, here the teacher at the time of apperception gives a problem and the student's action here is to ask about the problem. The question must be reasoned in accordance with the given problem so that indicators of analytical ability can be improved. Then in step 2 of Problem Based Learning with the Problem Posing strategy, namely Organizing students to learn, the teacher divides groups and assigns each study group to work on student worksheets. The action of students in this case is that before solving the problem, each group needs cooperation and division of tasks

so that all members can work well together to strategize how to solve the problem quickly and precisely so as to grow the ability to synthesize (Siregar et al., 2020).

Then step 3 Problem Based Learning with the Problem Posing strategy, namely Guiding individual or group investigations, here students discuss working on student worksheets in which students are required to make questions based on teacher statements or based on situations in student worksheets and conduct investigations by finding other sources to be able to solve problems so as to improve problem solving skills. Then in step 4 of Problem Based Learning with the Problem Posing strategy, namely developing and presenting the results of the work, in this step students are asked to present the results of their discussions and other students are asked to respond to things that are still unclear, so that here students can summarize or conclude their own material obtained from the responses or questions they ask or from the results of their friends' presentations so that the ability to conclude can be improved (Fauziyah & Badrussalam, 2023).

The last step or 5 Problem Based Learning with the Problem Posing strategy is to analyze and evaluate the problem solving process. In this step, students are asked to do the questions given by the teacher and should not help each other and continue to correct the answer results. The findings, mentioned by theory from Ahmad Shoimin, illustrate the advantages of Based Learning problems, among others:

1. Learners are trained to have the ability to solve problems in the absence of real,
2. Instilling the ability to build self-knowledge through learning activities,
3. Berfokus teaches about problems such as mathematics that have nothing to do with it is not necessary to learn it,
4. Scientific activity in the field of education through group work,
5. Learners may have the ability to assess their own learning progress,
6. Student participants can have the ability to carry out scientific communication in discussion activities or presentation of their work, and
7. Individual learning difficulties of students can be overcome through group work in the form of teaching.

Critical thinking skills can be trained using the PBL learning model. Because of problem solving in PBL teaching, students will carry out the problem-solving process especially in the group problem-solving process. In this case, the learner will critically think

about and consider one of the best problems facing the problem. Furthermore, Arends also mentioned that PBL helps students analyze and evaluate their own processes, as well as their individual investigations and intellectual performance. This means that in PBL, the learner will realize to himself that they have learned and thought in solving real-world problem situations. From the explanation above, it can be concluded that the *Problem Based Learning* learning model in PAI learning has implications for students' critical thinking skills, namely stimulating students to analyze problems, synthesize problems, recognize and solve problems, conclude, and evaluate. This implication will be a provision for students to consider their critical thinking skills (Ananda Bunga Mutiara Dani Nasution et al., 2023).

Factors Influencing Critical Thinking

The performance of critical thinking according to Walker is an intellectual process whose purpose is to create a concept in order to apply it, analyze, engineer, and evaluate many information that has been extracted from the results of innervation in the field, experience, reflection, where the results of this process will be the basis for finding a decision. So the iteration of critical thinking is very useful in everyday life to make a decision and solve problems. From the above description, it can be interpreted that intellectual or learning interpretation can be the basis for measuring a student's critical thinking performance. So that if the students' critical thinking performance is higher, the students' learning qualifications will also be high. In addition, the performance of learning is one of the things that greatly influences the process of students' thinking in researching questions or problems. In action, teachers must be able to cultivate critical thinking performance so that students get learning expectations that satisfy the teacher's desire to make efforts either by using media or method learning that will induce teachers in realizing a learning goal (Shalihah & Sari, 2023).

Critical thinking is a behaviour that is influenced by critical thinking characters and a number of parent facts, the factors that can affect the balance of critical thinking performance are the intelligence between teachers and students. Learners provides an academic atmosphere that promotes independence and a sense of security for students to express their knowledge and decision while participating in learning activities. Follows the factors that influence the iteration of the performance of critical thinking of the learner.

1. Cognitive Ability. Including above-average capability and cognitive flexibility, this method is differentiated by estimating the population.
2. Creative people accept internal and external stimulation, when an open nature is possessed, there is a lot of information and security that we can use to be creative.
3. The nature of Free, autonomous, and belief in oneself Orang is not "herded" to want to appear as much as possible and as he wants.

Steps of the Basead Learning Problem Learning Model

Rusmoinoi (2016) mentions the stages of learning with PBL strategies, namely 1) informing students to problems, 2) encouraging students to learn, 3) assisting and group research, 4) considering and implementing the work of the and exhibitions, and 5) analyzing and evaluating the proses of solving problems. According to Sugiyanto (2020) there are several stages in the learning of PBL Model and the behavior needed by teachers, namely:

Table 1. Syntax Problem Learning Model (PBL)

No Phase	Teacher Activities
1. Improving the orientation of problems with the students	Discuss the purpose of teaching, explain linguistic motherhood for teaching, and discuss the purpose of learning to be actively involved in the activity of remembering problems.
2. reorganize Learners for research	Assisting students in developing the knowledge of learning and in assisting the tasks of the learning and in the organization of the tasks of the study to solve the problem.
3. Guide individual research and group	Encourage students to obtain information that is appropriate, carry out research, and seek research Solute.
4. Balancing and implementing results	Helping students plan a stable and comfortable program, such as reporting, Video recording, and so on for the benefit of receiving results.
5. analyses and evaluate research proses	Helping students to do refiles against their leaders and the proses that they do.

As for the implementation of There is, planning, implementation or implementation, and evaluation. Teaching planning is an imitation or preparation to carry out the task of teaching / learning activities by applying the principles of learning as well as through the steps of teaching, self-study, implementation, and assessment, in order to achieve the objectives of learning that have been determined. PBL learning planning is carried out by compiling the Learning Plan (RPP) and preparing learning materials or lifting the instructor. In the implementation of the 2013 Curriculum, the preparation of RPP can refer to the implementation of RPP preparation contained in Permendikbud Nomor 103 of 2014 concerning the learning Proses Standard. Providing for the preparation of the assessment lift, can refer to Permendikbud Noi. 104 Year 2014 on Results Assessment. In the implementation of the Model *Problem Based Learning*, the teacher must choose learning materials that have problems and can be solved. The problem of is usually taken from theirs books or other source, for example from that is a circular environment, event in the family, or event in society, and do not forget to adjust to the different curriculum activities (Saifulloh et al., 2016).

Problem Base *Learning Model* in PAI Learning

The term Religious Education comes from two words, namely "education" and the word "religion". The definition of education in the Indonesian dictionary is, the proses of changing the behavior and behavior of each other in an effort to educate humans through the efforts of teaching and training, proses, production, and how to educate. Islamic Religious Education is a conscious effort or activity that has been carried out to lead as soon as the student is taught to lead the main person (insan kamil) based on the values of Islamic ethics by maintaining good relations with Allah Almighty (hablumminallah) with humans (hablumminannas), himself and the surrounding nature. As well as the general meaning of education, experts also provide a variety of education in Islamic education. Muhammad Fadhil Al-Djamali, stated that Islamic education is a proestet that leads people to a good life and raises the level of humanity in accordance with the lure of basic abilities and teaching abilities (Baharun & Ummah, 2018).

In the 2013 Curriculum, Islamic Religious Education gets the additional sentence "and Budi Pekerti" so that it becomes Islamic Religious Education and Budi Peikeirti so that it can be interpreted as education that endangers knowledge and imparts attitudes, personality

and performance of students in practicing Islamic teachings which are carried out at least through the field of study in all education.

Therefore is Islamic Religious Education in order to inspire students to think critically and increase the ability to solve problems, then the innovation of the use of Model learning is like the co-existence that must be balanced in the 21st century.

The implementation of the 2013 curriculum requires a change in the views of learning, where students are trained to learn to learn, ask questions, collect data, analyze data and communicate the results. In order to create activities above ru perlu use Model learning. The use of Model learning pun is not as simple as it is done without the existence of planning. Planning is the steps that will be carried out in the future. According to (2011: 401) The steps that must be taken in the implementation of the Model learning Problem Based Learning (PBL) will be described in table 2 below:

Table 2. Procedure Implementation of Learning by Enabling Using PBL Model

No Phase	Teacher Activities	Student Activities
1. Improving the orientation of problems with the students	Discuss the purpose of teaching, explain logistic motherhood for teaching, and discuss the purpose of learning to be actively involved in the activity of remembering problems.	Kelompok observes and understands the problems presented by the teacher or extracted from the suggested reading material.
2. reorganize Learners for research	Assisting students in developing the knowledge of learning and in assisting the tasks of the learning and in the organization of the tasks of the study to solve the problem.	Students creates expertise, discussion and tasks to find data / materials / tools that are needed to solve problems.
3. Guide individual research and group	Encourage students to obtain information that is appropriate, carry out research, and seek research Solute.	Student educates to do research (search for data / reference / source) for group discussion material.

4. Balancing and implementing results	Helping students plan a stable and comfortable program, such as reporting, video recording, and so on for the benefit of receiving results.	Group conduct discussions to produce problems solving solutions and the results are prioritized/ presented in several works.
5. analyses and evaluate research proses	Helping students to do reflection against their leaders and the proses that they do.	While each group performs presentation, the other group impresses appreciation. The activity is continued by summarizing / creating conclusions such as input which is extracted from other group.

Based on the findings of the experts who have been presented, it can be concluded that critical thinking is the ability to be able to formulate problems, analyses problems, collect information, evaluate assumptions and information, use good language in the delivery of ideas, use convincing evidence, and understand conclusions. Critical thinking is inferring what is known, knowing how to use information to solve a problem and being able to find relevant sources of information as a support for problem solving.

Advantages and disadvantages of the Problem Based Learning Model

Every Model of learning must have knowledge and lack. Although the Model of the teaching of Problem Based Learning, also has a lack of Advantage and lack, the author would describe as follows:

1. Advantage Model Learning *Problem Based Learning*.
 - According to Sanjaya, the Model *Problem Based Learning* includes:
 - a. Challenge the priest of the Student to educate and find new knowledge for them,
 - b. Increase new motivation for students,
 - c. Increase the knowledge of students to better understand real-world problems,
 - d. Helping students to consider new knowledge and take responsibility in the learning that them does,

- e. *Problem Based Learning* can inspiring students to evaluate their own results and proses,
- f. Considering the ability of students to think critically and balancing the ability of them to realize new knowledge,
- g. Providing the privilege for students to apply the knowledge that they have in the real world,
- h. Considering the interest of students to learning Make it easier for students to learn to solve real-world problems.

According to the knowledge of the learning Model of *Based Learning's Problem* teaching is to be able to train the performance of the learner's thinking in solving problems, being able to think critically and scientifically as well as being creative and responsible as long as the proses of learning because the learner is able to respond to a certain amount of self-help that is related to various kinds of problems from various aspect.

2. Model Lack of *Problem Based Learning Prohibition*

The benefits of the Model teaching Problem Based Learning according to Sanjaya include a following:

- a. When students have no interest or do not believe that the problem they are studying is difficult to solve, then they will feel anxious to solve
- b. The results of Model learning require time for preparation
- c. As a matter of education, students assume that if the understanding of mathematics is needed to solve the problem that Them must try to solve the problem that is learned, then Them will learn what Them wants to learn

From some of the thoughts of these very important experts, it is assumed that there is a lack of Problem Based Learning problem learning models and students find action in answering problems, and not infrequently Students are constrained in searching for data, analyzing, and formulating hypotheses because of different levels of intelligence. And it takes a long time to discuss a problem in order to get an answer in solving the problem, this is where education is expected to accompany students so that these obstacles can be overcome (Hamzah et al., 2022).

CONCLUSION

Problem Based Learning implementation model which includes planning, implementation, and evaluation. The study of Religious Education at SMAN 1 Rejang Lebong is to prepare the appointment of annual learning programs, semester programs, syllabus, lesson plans, and selection of teaching materials. The implementation of the Problem Based Learning Model in teaching Islamic Religious Education is first to convey basic competencies and teaching objectives. Second, divide learners into groups. Third, show students to discuss the problem presented. Fourth, convey the results of the discussion in front of the class and for other listening groups, while the other group is given the opportunity to, imitate suggestions, criticisms, and input. After the presentation is over. Fifth, the teacher evaluates the results of the discussion. The next time they were educated summed up the learning of the day. The evaluation model of Problem Based Learning in the eyes of Islamic Religious Education is an assessment of knowledge, skills and attitudes in which social-spiritual assessment, self-assessment (self- assessment) and peer assessment. The implications of Problem Based Learning in PAI learning have implications for students' critical thinking skills, namely: Stimulating students' ability to analyze problems, synthesize problems, recognize and solve problems, conclude, and evaluate.

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