

## IMPLEMENTATION OF THE PROBLEM POSING METHOD IN INCREASING STUDENT LEARNING ACTIVITIES IN ISLAMIC RELIGIOUS EDUCATION CLASS VIII AT SMPIT TITIAN ILMU BEKASI

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### Abstract

*Education is part of future investment, community investment as well as state investment to advance and educate the nation's life. The purpose of this study is to evaluate the effectiveness of the problem posing learning method in improving student learning activities in Islamic Religious Education (PAI) class VIII at SMPIT Titian Ilmu Bekasi. This study also aims to understand the influence of this learning method on students' involvement in class discussions, enthusiasm in completing assignments, and active participation in learning. This research was conducted through analytical techniques from the data that had been obtained during research activities and the researchers attempted to explain and explain rationally, objectively with the objectives and existing research problems. The method that the researcher uses in this research is a qualitative approach with the type of naturalistic phenomenological research, namely the type of research carried out by researchers to identify human experience about a certain phenomenon naturally. Research conducted from April 12 to May 20, 2024, at SMPIT Titian Ilmu Bekasi shows that the conventional learning method of PAI is less effective in attracting student interest and involvement, so innovations such as problem posing methods are needed which are proven to increase student learning activities. PAI has an important role in shaping students' character and morals by instilling values such as honesty, responsibility, and tolerance, but it must be more relevant to students' daily lives and integrated with religion-based extracurricular activities. In conclusion, to increase the effectiveness of PAI, it is necessary to have interactive, contextual, and integrated learning with relevant practical activities, so that it can answer the challenges of the times and help students develop strong moral values.*

**Keywords:** *Islamic Religious Education, Problem Posing Method, Learning Activities*

## INTRODUCTION

Education is very important for humans. The role of education is to create a smart life and develop potential in humans. Education also plays an important role in the development of the nation's civilization. A developed nation is a nation that has quality human resources. Judging from its history, Religious Education since Indonesia's independence in 1945 has been taught in public schools. During the first Indonesian cabinet in 1945, the first Minister of Education, Teaching and Culture Ki Hajar Dewantara sent a circular letter to the regions stating that the ethics lessons that had existed during the Japanese colonial period were still allowed and renamed to Religion lessons. At that time, religious education was not mandatory to be given to public schools, but it was voluntary/faculty, and did not determine the increase/graduation of students (Suhartini et al., 2021).

Religious education has the status of a staple subject in public schools from elementary to higher education based on TAP MPRS nomo XXVII/MPRS/1966 chapter I article I which reads: "stipulating religious education as a subject in schools ranging from elementary schools to state universities". This regulation was issued without protest, after the suppression of the PKI with the semi-solidification of Islamic Religious Education (Sarina & Kasim, 2022). In education, there is a learning process designed to learn students which means that students are placed as learning subjects, In other words, learning is more oriented to student activities to obtain learning outcomes without a combination of cognitive, affective, and psychomotor aspects proportionally. The student's activeness is directly observed and some cannot be observed directly, such as doing assignments, discussing, and collecting data (Karolina et al., 2023).

And education is part of future investment, community investment as well as state investment in order to advance and educate the nation's life. So, in order to achieve this goal, education is always directed to answer several things related to national and community issues. In this case, when related to Islamic Education today, how Islamic Education is able to answer the problem of Islam lately is often faced with cases of religion in the name of religion, tolerance between religious communities and the creation of a conducive situation in carrying out the teachings of Islam. The ever-changing challenges of the future as well as the increasingly fierce competition require educators who are not only skilled in a field but also able to develop the field they are engaged in, thus giving birth to students who are also able to think creatively and critically in solving problems (Husni, 2020).

The problem that makes it sad is that there are cases of corruption in educational institutions even in the ministry of education providers. This is due to the weak quality of human resources, disintegration of education providers. Poor education management. Capitalization of education. And at the level of students, the penetration of moral decency occurs, due to a new cultural phenomenon as a result of globalization and technological sophistication that is not in accordance with the norms in society. As a result, there are many cases of immorality among teenagers/students, drugs, student brawls between students, gangs, content abuse, clicks and share-hoaxes on social media (Pransiska et al., 2024). In learning PAI (Islamic Religious Education), many consider it to be only boring lessons and do not include the decisive lessons during the final school exam so that students become ignorant of the lesson. This, if allowed to drag on, will certainly seriously endanger the morals and creed of the young generation of the Indonesian nation (Khaidir & Suud, 2020).

Moreover, the conventional learning process tends to ignore the element of "educating", because in the learning process it often ignores affective and psychomotor aspects. Learning activities should integrate three learning domains, namely cognitive, affective and psychomotor. Learning should unite the cognitive realm, the sensory realm and the psychomotor realm, which is currently not running in a proportional and balanced manner in Indonesia. So that activities in the learning process of PAI (Islamic Religious Education) have decreased due to lack of creativity in teaching and lack of knowledge of teaching methods by teachers. In learning, student activities are something that needs to be considered because in principle, learning is doing or being known as a motto learning by doing. Doing to change behavior means doing an activity or activity. There is no learning if there is no activity because without activity the learning process cannot go well. That is why student activities are very important principles in the learning process. Likewise, in learning Islamic Religious Education which is very demanding on student activities (Musnandar, 2020).

In Islamic Education, the method has a very important position in the effort to achieve the goal, because it is a means that gives meaning to the subject matter that is composed in the educational curriculum, so that it can be understood or absorbed by students into a functional understanding of their behavior. Even the greeting of a maqolah in Arabic which is often heard *A-thariqah ahammu mina-l-maddah* which has the meaning of method is more important than material, this maqolah is not without intention in Islamic lessons, this is certainly a reference that the method is a must for teachers to convey the

meaning and intention of learning because it will be useless if the material is good but the methods used are in accordance with what was exemplified by the Prophet Muhammad (saw) and his companions (Masturin, 2024).

Therefore, this problem posing method is very suitable for increasing students' learning activities, because all students play a role in the problem-solving process, or develop habits in themselves that usually students are only representatives who advance in front of the class, but this problem posing motto all develops themselves by advancing in front of the class with their peers, and the students themselves play a role in the problem-solving process. Therefore, the problem posing method is very suitable for increasing student learning activities. This learning method can encourage students to increase their learning activity by increasing the spirit of cooperation with their peers, because this method makes students summarize the subject matter, then encourage students to actively come forward in front of their peers to present or read the summary results alternately with their friends (Taufik, 2020).

Based on the above discussion, the purpose of this study is to evaluate the effectiveness of the problem posing learning method in improving student learning activities in the Islamic Religious Education (PAI) class VIII at SMPIT 'Titian Ilmu Bekasi. This study also aims to understand the influence of this learning method on students' involvement in class discussions, enthusiasm in completing assignments, and active participation in learning. In addition, this study aims to assess how the problem posing method can contribute to shaping students' character and morals through increasing the relevance and context of PAI learning to their daily lives.

## **METHODS**

This research was conducted in 2021. The research method used by the researcher is a qualitative research method with a naturalistic approach. Qualitative research methods with a naturalistic approach, using data analysis techniques, namely data reduction, data presentation, drawing conclusions and checking the validity of data in the validity of the data there is triangulation. The data sources that the researcher determined in this study are at least 3 subjects, namely the head of SMPIT 'Titian Ilmu Bekasi, PAI teachers (Islamic Religious Education and students of grade VIII SMPIT 'Titian Ilmu Bekasi. The data collection technique that the researcher carried out was using observation, interviews & documentation

The research was conducted from April 12 to May 20, 2024. (Sugiyono, 2019). In conducting observations, researchers observed the behaviors, interactions, and teaching methods within the classroom environment. This allowed for a comprehensive understanding of the educational practices and student engagement in SMPIT Titian Ilmu Bekasi. The interviews were conducted with the head of the school, PAI teachers, and grade VIII students to gain deeper insights into their experiences and perspectives. These interviews provided rich, detailed data that was crucial for understanding the context and dynamics of the school's educational processes. Additionally, the documentation method involved the collection and analysis of various documents such as lesson plans, school policies, and student performance records. This helped in corroborating the information obtained from observations and interviews, ensuring the accuracy and reliability of the data. The triangulation of these data collection methods strengthened the validity of the research findings, offering a well-rounded view of the educational practices at SMPIT Titian Ilmu Bekasi.

## RESULTS

Based on research that has been conducted from April 12 to May 20, 2024, several important findings were found related to the implementation of Islamic Religious Education (PAI) at SMPIT Titian Ilmu Bekasi. The results of the study show that PAI has a significant role in shaping students' character and morals. However, there are several challenges in its implementation that need to be considered. The Effectiveness of the PAI Learning Method from One of the problem formulations raised in this study is about the effectiveness of the PAI learning method at SMPIT Titian Ilmu Bekasi. Based on observations and interviews, it is known that the conventional learning methods applied tend to be less attractive to students. Many students consider PAI lessons to be boring and less relevant to daily life. This is in line with the statement of Khaidir & Suud (2020) which stated that PAI lessons are often considered unimportant by students because they are not decisive in the final school exam.

To overcome this problem, innovation in learning methods is needed. One of the proposed methods is the problem posing method, which has been proven effective in increasing student learning activities (Taufik, 2020). With this method, students are invited to play an active role in the problem-solving process and cooperate with their friends. The results of the study showed that students who were invited to use the problem posing method

showed an increase in interest and involvement in PAI lessons. They are more active in class discussions, more enthusiastic in completing assignments, and better able to understand the material being taught. The Influence of PAI on the Morale and Character of StudentsR who was raised was about the influence of PAI on the morale and character of students. Based on interviews with PAI principals and teachers, as well as direct observation in the classroom, it was found that PAI plays an important role in the formation of students' character and morals. PAI not only teaches religious values, but also instills moral values such as honesty, responsibility, and tolerance.

However, the challenge faced is how to make PAI learning more contextual and relevant to students' lives. Referring to research conducted by Sarina & Kasim (2022), religious education in Indonesia needs to emphasize more on the application of religious values in daily life. In this study, it was found that students who engaged in religion-based extracurricular activities showed better behavior and more appreciation for moral values. Therefore, the integration of classroom learning with extracurricular activities can be an effective solution to increase the influence of PAI on students' morals and character. Overall, this study shows that although PAI has an important role in education at SMPIT Titian Ilmu Bekasi, there is still room for improvement, especially in learning methods and the relevance of the material to students' daily lives. By innovating teaching methods and strengthening the integration between theory and practice, it is hoped that PAI can be more effective in shaping the character and morals of quality students.

The school was founded because of the lack of Islamic-based schools at affordable costs, so that finally the Titian Ilmu SMPIT school was established in the Bekasi City area, especially in the Babelan area, so that the children there could feel the school bench to study. This school was established in 2015 under the auspices of the Diwa Dinda An Nafi' Foundation. This school also has public facilities such as 6 classrooms, fans, sports fields, 1 library, 1 computer lab, 4 toilets, 1 principal's room, 1 administration room and 1 canteen. In this school, several trees are also planted in front of it to get a cool impression for students and the teacher council. The application of the problem posing method in Islamic Religious Education (PAI) learning in grade VIII of SMPIT Titian Ilmu Bekasi has shown a significant increase in student learning activities. This method encourages students to be more involved in class discussions, show higher enthusiasm in completing assignments, and increase active participation in the learning process. The following is a diagram that illustrates the proportion

of increasing student learning activities through the implementation of the problem posing method:

Implementation of the Problem Posing Method in Increasing Student Learning Activities in Islamic Religious Education Class VIII at SMPIT Titian Ilmu Bekasi

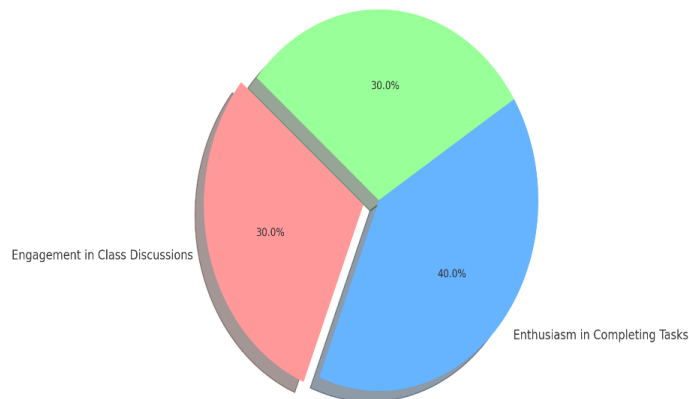


Diagram 1. Proportion of Learning Activities

*Source: processed by researchers*

The diagram above illustrates the positive impact of the implementation of the problem posing method on student learning activities in grade VIII in the subject of Islamic Religious Education (PAI) at SMPIT Titian Ilmu Bekasi. This method has succeeded in increasing student involvement in class discussions by 30%, increasing students' enthusiasm in completing assignments by 40%, and increasing active participation in learning by 30%. This method is effective in encouraging students to be more active and enthusiastic in the learning process, which ultimately helps in the formation of students' overall character and morals. Thus, the problem posing method can be considered as an excellent approach to improve the quality of PAI learning in this school.

Implementation of Islamic Religious Education learning through the Problem Posing method

at SMPIT Titian Ilmu in improving student learning activities in Islamic Religious Education subjects at SMPIT Titian Ilmu is correctly carried out in accordance with the teacher's ability and competence in applying the problem posing method.

Implementation in the field using the Problem posing As a learning method there is a slight difference in theory, as for the steps to implement the problem posing method in SMPIT Titian Ilmu as follows:

1. Teachers form study groups between 4-6 students.

2. The teacher explained the material related to the material on honest and fair behavior and Avoiding alcohol, gambling, and fighting.
3. The teacher provides enough practice questions.
4. The teacher asks students to ask 1 or 2 challenging questions, and the student concerned must be able to solve them.
5. Randomly the teacher invites students to present their findings in front of the class, in this case the teacher can selectively determine students based on the weight of the questions submitted by the students.
6. Teachers assign homework individually.

Application of the method problem posing at SMPIT Titian Ilmu There is a slight difference in theory in the steps of the educator making a group first so that the learning process runs conducive and immediately arranges the seating with each group after that the next stage is in accordance with the concept of method theory problem posing. Method implementation problem posing This is organized for students to learn to solve problems and formulate questions together which finally gains new knowledge from what has been discussed. In this model, the teacher plays more of a facilitator role that functions as a bridge towards higher understanding, with the note that students themselves can gain first-hand experience of igniting their ideas, this is an opportunity for students to apply their own ideas. Students play an active role during learning (Ahmad et al., 2020).

There is no road without holes. That sentence can describe that everything in this world has advantages and disadvantages. In the teaching and learning process by using the problem posing Researchers found supporting and inhibiting factors in the application of the problem posing .

However, it is also undeniable that using the problem posing method has the following disadvantages and advantages:

1. supporter
  - a. Teachers' ability to apply the problem posing method

The supporting factor exists because there are signs in the application of the learning process in the first point, the teacher's ability to apply the problem posing method , in this case, the researcher sees that the teacher is very good at the problem posing method , not only in its application and the steps, the teacher is very good at the step-by-step process in the application of the problem posing method And this can be seen in the learning process, for example, when in the process of making questions, the teacher is not

only silent and guides students so that they are better in making questions and do not go out of the theme of the lesson .

b. Complete learning resources such as LKS books (Student Worksheets) and stationery.

There will be no learning process in using the problem posing If there is no media to support it, all schools also facilitate it so that the learning process becomes clearer and easier to understand because if you only explain verbally, students will be more sleepy and not focused on the learning process, therefore the whiteboard, markers and Islamic Religious Education textbooks are supporting factors in the learning process, which can be seen in the application of the whiteboard, markers and Islamic Religious Education textbooks are media that are often used in the teaching and learning process using the problem posing.

c. The condition of the students is ready to learn.

In the learning process, the condition of students who are very ready to learn because here the researcher sees the condition of students who are ready to learn seen in the classroom students have prepared notebooks, textbooks, and stationery.

## 2. Inhibiting Factors

limited time because in using this method it takes a rather long time such as in discussions to answer questions that have been given by the teacher and in accordance with the interview explanation of Mr. Sandy, S.Pd. said "the inhibiting factor is not that all students can find problems and solve problems on their own and there is a time limit because this method is more time-consuming." From this we see that it takes a lot of time to apply for it because every student must be guided in making questions and answers.

learning activities with this problem posing method can increase student learning activities, in accordance with Paul B. Diedrich's explanation and the indicator of student activities that have been achieved in the teaching and learning process is Listening activities, (such as when students listen to explanations from teachers). Oral activities, (such as when students are active in asking questions). Writing activities, (when students are doing assignments). Mental activities, (when students solve problems), Emotional activities, (when students are happy to participate in learning), this indicator is achieved as seen from the learning process in using the problem posing method during learning, therefore the problem posing method can increase student learning activities in Islamic Religious Education subjects (Sahid et al., 2021).

## DISCUSSION

### Increased Learning Activities

The Problem Posing method has been proven to be effective in improving student learning activities. This method provides an opportunity for students to play an active role in the learning process, so that they not only receive information passively but are also involved in the preparation of questions and the search for answers. By inviting students to formulate problems based on the material they have learned, they are encouraged to think critically and creatively. This creates a more dynamic and interactive learning environment, where students feel more motivated and challenged. Through hands-on involvement in structuring questions, students get the opportunity to explore the material in a more in-depth and relevant way to their experience. This process not only improves conceptual understanding, but also strengthens analytical and problem-solving skills. As a result, students showed increased participation in class discussions, asked more questions, and actively sought solutions, which in turn improved the overall quality of learning (Baniyah et al., 2022).

The application of the Problem Posing method has been proven to significantly improve student learning activities. This method puts students at the center of the learning process, which is different from the conventional approach where the teacher is the only source of information. With Problem Posing, students are invited to actively formulate questions and problems that are relevant to the material they are learning. This triggers students' curiosity and emotional engagement, which is crucial to motivate them in learning. The increased learning activity can be seen in various aspects. First, students become more active in participating in class discussions. They feel more confident to voice opinions and ask questions because they have practiced formulating their own questions. Second, students are more involved in group work, where they share ideas with each other and find solutions together. This interaction between students not only improves their understanding of the material, but also develops social skills and teamwork.

In addition, the increase in learning activities is also reflected in the increase in the frequency and quality of questions asked by students. The questions asked to become more in-depth and critical, showing that students not only understand the material at the surface level, but are also able to analyze and evaluate information. This method also helps students develop reflective thinking skills, where they actively reflect on what they have learned and

how they can apply it in other contexts. The application of the Problem Posing method also increases students' sense of responsibility for their own learning. Students become more independent in learning, as they learn how to identify problems, seek out relevant information, and develop solutions independently. This process builds confidence and learning independence that will be very useful for them in the future. Overall, the Problem Posing method not only improves students' learning activities in the short term, but also equips them with sustainable learning skills. By feeling that they have an active role in learning, students become more motivated and enthusiastic to continue learning and developing, both inside and outside the classroom. This shows that the Problem Posing method is an effective learning strategy and can be adapted to various educational contexts to improve the quality and effectiveness of the learning process

### **Motivation and Material Comprehension**

The Problem Posing method also has a significant impact on increasing student learning motivation. One of the main keys to the success of this method is the active involvement of students in the learning process. When students are given the opportunity to ask their own questions, they feel more challenged and encouraged to understand the material in depth. The process of formulating questions requires critical thinking and analysis, which naturally increases students' interest in the material being studied. By asking questions on their own, students feel more in charge and in charge of their learning. They are not only passive in receiving information, but also actively seeking knowledge and solutions. This sense of belonging increases intrinsic motivation, which is the student's inner drive to learn and master the material. Intrinsically motivated students tend to be more persistent, have higher perseverance, and show a greater interest in learning (Susanto et al., 2023).

In addition, the Problem Posing method also creates a more challenging and stimulating learning environment. When students encounter a question or problem that they themselves formulate, they are encouraged to find the answer through exploration and research. This process not only improves their understanding of the concepts learned, but also makes learning more meaningful and relevant. Students feel that the knowledge they acquire is not only for academic purposes, but also has practical applications in real life. This increase in motivation is also reflected in the increase in material understanding. When students are actively involved in learning, they are more likely to remember and understand the concepts being taught. They are also able to connect new knowledge with existing

knowledge, thus strengthening their knowledge network. The process of formulating questions also helps students to see various points of view and develop a more comprehensive understanding of the material (Mahmudah & Nugraha, 2024).

Furthermore, this method helps students develop higher-order thinking skills, such as analysis, synthesis, and evaluation. These skills are essential in understanding the material in depth and in preparing students for future academic and professional challenges. Thus, the Problem Posing method not only increases students' motivation to learn, but also ensures that they truly understand the material being studied and can apply it in various contexts. Overall, the increase in motivation and understanding of the material generated by the Problem Posing method shows that this approach is a very effective learning strategy. This method is able to change the dynamics of the classroom, making learning more interesting, challenging, and meaningful, which ultimately improves student learning outcomes significantly.

### **Limitations and Challenges**

Although the results of the study show positive results, there are several challenges and limitations in the application of the Problem Posing method. One of the main challenges is the time constraints. The Problem Posing method takes a long time for each learning session because the process of formulating questions, discussions, and finding answers requires attention and active participation from students and teachers. In a dense curriculum and limited learning time, it is difficult to allocate adequate time for each topic taught using this method. In addition, time limitations can also affect the quality of the implementation of this method. Teachers may feel rushed to complete the syllabus, thus not providing enough opportunities for students to really delve into every question and problem they ask. This can reduce the effectiveness of the Problem Posing method in increasing student understanding and engagement.

Another challenge is the extension of this method to all subjects. Each subject has different characteristics and demands, so the Problem Posing method may require special adaptations to be applied effectively. For example, subjects such as math or science may require a different approach to formulating questions and problems compared to social or language subjects. Teachers need to get special training to understand how to best adapt these methods according to the subjects they teach. In addition, not all teachers may feel comfortable or skilled in applying the Problem Posing method. This method requires

teachers to be active facilitators, able to guide students in critical and analytical thinking processes. Teachers also need to have the skills to manage dynamic class discussions and ensure that all students are actively involved. Without adequate training and support, teachers may find it difficult to implement these methods effectively. Another challenge that needs to be considered is the variability of students' abilities. Students with different academic abilities may have different levels of comfort and involvement in the Problem Posing method. Students who lack confidence or have learning difficulties may feel intimidated by the process of formulating questions and participating in discussions. Therefore, teachers need to develop strategies to ensure that these methods are inclusive and can accommodate the needs of all students (Kurniati & El-Yunusi, 2023).

Finally, the success of the Problem Posing method is also highly dependent on the support of the school environment. Support from the school administration, including adequate time allocation, provision of necessary resources, and moral support for teachers, is essential for the successful implementation of this method. Without adequate support, teachers may face difficulties in implementing these methods on an ongoing basis. Overall, although the Problem Posing method has great potential to improve students' learning activities and understanding, there are a number of challenges and limitations that need to be overcome. With careful planning, proper training, and strong support from all relevant parties, these challenges can be minimized to optimize the benefits of the Problem Posing method in education.

## CONCLUSION

Research conducted from April 12 to May 20, 2024, at SMPIT Titian Ilmu Bekasi shows that the conventional learning method of PAI is less effective in attracting student interest and involvement, so innovations such as problem posing methods are needed which are proven to increase student learning activities. PAI has an important role in shaping students' character and morals by instilling values such as honesty, responsibility, and tolerance, but it must be more relevant to students' daily lives and integrated with religion-based extracurricular activities. In conclusion, to increase the effectiveness of PAI, it is necessary to have interactive, contextual, and integrated learning with relevant practical activities, so that it can answer the challenges of the times and help students develop strong moral values.

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Problem posing method begins with the absence of students. Next, the educator forms a study group between 4-6 students in the group after the educator explains the material related to the material of honest and fair behavior and avoids alcohol, gambling, and quarrels then the educator gives enough practice questions and the educator asks the student to ask 1 or 2 challenging questions and the student concerned must be able to solve it and randomly the educator asks the student to present the problem in front of the class, In this case, the teacher can selectively determine students based on the weight of the questions submitted by the students, then the educator gives homework individually. The implementation of the problem posing method in increasing learning activities has supporting and inhibiting factors. The supporting factors are the ability of educators to apply problem posing methods, complete learning resources such as LKS books (Student Worksheets) and stationery, and the condition of students who are ready to learn. Meanwhile, the inhibiting factor is limited time in the learning process.

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