

**APPLICATION OF PROBLEM-BASED LEARNING (PBL) MODEL TO IMPROVE
LEARNING FOCUS IN AL-QUR'AN HADITH SUBJECT MATERIAL ON
APPRECIATING THE AUTHENTICITY OF AL-QUR'AN STUDENTS OF CLASS X
B MA AT-THOHIRIYAH MRAWAN, MAYANG, JEMBER**

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Abstract

This study aims to improve students' learning focus in the Al-Qur'an Hadith subject, specifically the topic "Appreciating the Authenticity of the Qur'an," through the implementation of the Problem Based Learning (PBL) model. This Classroom Action Research (CAR) was conducted in two cycles involving 20 students of class X B MA At-Thohiriyah. Data were collected through observation, tests, interviews, and documentation, and analyzed using a mixed-method approach. The findings indicated that the initial classroom conditions were less conducive, with low student attention and motivation. The implementation of PBL in Cycle I began to enhance student engagement, although challenges remained in group collaboration and time management. Improvements implemented in Cycle II resulted in a significant increase in learning focus, student participation, and mastery learning, surpassing the minimum target of 70%. Therefore, PBL is proven effective in improving learning focus and creating a more active and meaningful learning environment.

Keywords: Al-Qur'an Hadith, Learning Focus, Problem Based Learning, Qur'an Authenticity, Classroom Action Research

Introduction

The learning process should ideally take place in a conducive, focused environment that encourages full student engagement so that learning objectives can be optimally achieved. However, initial observations in class X B at MA At-Thohiriyah Mrawan, Mayang, Jember show that this is not yet fully the case. Some students are still unfocused, talking to themselves during lessons, and paying little attention when the teacher is presenting the material. The lack of motivation to learn also affects the students' level of understanding of the Al-Qur'an Hadith material being taught. This situation causes the learning process to be less effective and the students' learning outcomes to fall short of the expected standards. Therefore, improving the focus and quality of student activity is an urgent need that must be addressed through appropriate pedagogical solutions (Setyosari, 2017).

One of the causes of low student focus is the learning pattern, which is still predominantly conventional and one-way. Teachers play more of a role as the center of information, while students play a passive role as recipients of material. The lack of opportunities for students to discuss, ask questions, solve problems, or relate the material to real life makes learning feel monotonous and boring (Sari & Rosidah, 2023). This condition has an impact on decreasing learning interest and reducing students' ability to understand concepts in depth. To overcome this problem, a more

interactive learning approach that is oriented towards the real involvement of students in the learning process is needed (Ariyani et al., 2021).

The Problem-Based Learning (PBL) model is one alternative that is worth implementing because it offers a contextual problem-solving learning experience. Through PBL, students not only receive material but are also encouraged to think critically, discuss, and work together in groups to find solutions to the problems presented. This approach is believed to be able to build a sense of responsibility, increase concentration, and strengthen their understanding of the subject matter, especially the material "Appreciating the Authenticity of the Qur'an" which requires analysis, reflection, and proof through authentic arguments and sources (Siti Utami, 2021).

Based on the initial conditions in the classroom and the potential of the PBL model in improving the quality of the learning process, this study was conducted with the aim of applying this model in Al-Qur'an Hadith learning. Through the implementation of PBL, it is hoped that students will become more active, motivated, and able to work together effectively in groups. In addition, learning is expected to become more interesting and relevant to students' lives so that the material can be understood more deeply and meaningfully.

The research question in this study is: "How can the application of the Problem-Based Learning (PBL) model improve students' focus on learning the subject of Al-Qur'an Hadith, specifically the material on Appreciating the Authenticity of the Al-Qur'an in class X B MA At-Thohiriyah?" This study aims to describe the steps in applying the PBL model and to determine the extent to which this model can improve students' focus on learning. The results of this study are expected to provide practical benefits in the form of improved quality of student learning activities, recommendations for alternative learning models for teachers, and contributions to madrasahs in improving the quality of Al-Qur'an Hadith learning in a more innovative and student-centered manner.

Method

This study is a Classroom Action Research (CAR) conducted in two cycles with reference to the Kemmis & McTaggart model, which includes the stages of planning, action, observation, and reflection. The research subjects included 20 students in class X B MA At-Thohiriyah, who were selected because they still had low focus on learning the Qur'an and Hadith before the action was taken. This study used a mixed methods approach, so that the data obtained were complementary. Quantitative data were collected through rubric-based scoring, which was then analyzed using descriptive statistics to describe the development of scores from Cycle I to Cycle II. Meanwhile, qualitative data was obtained through observation, structured short interviews, and reflection notes to understand the internal processes that occurred during the learning process, both from the teacher and student perspectives.

Success indicators were clearly defined from the outset, namely that at least 70% of students, or at least 14 out of 20 students, showed an increase in learning focus. This indicator was chosen so that the evaluation of the success of the action would be measurable and relevant to the classroom conditions. The data collection process was carried out using several techniques, including observation to see student responses and engagement during learning, learning outcome tests to measure understanding after the action was taken, interviews to explore student experiences and perceptions, and documentation as authentic evidence of the learning process and outcomes. The final result of combining these two types of data provides a comprehensive picture of the effectiveness of the learning strategies applied.

Data analysis was carried out by combining qualitative and quantitative descriptive approaches. Qualitative data was analyzed by grouping findings during the learning process based on learning focus indicators, then describing the changes that occurred in each cycle. Quantitative data from test

results and rubric assessments were used as objective supporting evidence for qualitative findings. This study was declared successful when in Cycle II there was an increase in student learning focus with achievements that met or exceeded the minimum target of 70%. Thus, this study not only measured learning outcomes but also provided a complete picture of the process of transforming student learning behavior after the implementation of the action.

Results

Before the intervention, the learning process in class X B MA At-Thohiriyah was not running smoothly. Observations showed that four students were talking while the teacher was explaining, making the classroom atmosphere less conducive. Many students appeared to be unfocused, not paying attention to the material, and learning became less effective. In addition, the use of learning media was still very limited and lacked innovation, causing students to quickly become bored and uninterested in following the lesson. This condition became the basis for the need for improvement through the application of a more interesting learning model that actively involved students.

The implementation of PBL as an intervention in Cycle 1 began with problem formulation and project determination. The teacher presented contextual problems relevant to the subject matter, then together with the students determined the final product in the form of a project that they would produce as a solution to the problem. Next, students were encouraged to independently or in groups develop a schedule and stages for completing the project (Mukti Nurhidaya, 2023). During this process, the teacher acts as a facilitator who monitors student progress, provides consultation, and directs them to stay focused on the project objectives. This process ends with a presentation or exhibition of the project results, where students account for their work and receive feedback.

The implementation of PBL significantly shifts the focus of learning from teacher-centered to student-centered. Previously, learning may have been dominated by lectures and memorization assignments. However, through PBL, students become active subjects who are fully responsible for their learning process, from planning, data collection, analysis, to creating real solutions (Thomas Andre Setiawan, Laksmi Murti Harsih, 2021). This change can be seen in the increase in student initiative, collaboration, and problem-solving skills (HOTS). Students no longer just wait for instructions but proactively seek information and discuss to complete project challenges (Meylani Catur Ambarwati, 2023).

Although it shows positive effects, Cycle 1 usually faces certain obstacles that need to be overcome. Common obstacles include suboptimal project time management by students, difficulties in group collaboration due to differences in material mastery levels, or limited available resources, based on observation data and test results. A Reflection stage is then carried out. For example, if the data shows that the project results are good but the teamwork process is still weak, the reflection will conclude that the actions in Cycle 1 need to be improved, particularly in terms of strengthening the role of the group leader or providing more structured scaffolding. The conclusions from this reflection form the basis for formulating more specific and effective improvements to be implemented in Cycle 2.

After making improvements based on the reflection from Cycle 1, Cycle 2 showed much better results. The improvements, such as providing clearer group work guidelines and allocating more frequent consultation time, successfully overcame the previous obstacles. Quantitatively, the completeness of student learning outcomes increased significantly, reaching the minimum target set. Qualitatively, the results of the projects completed by students were also neater and showed a deeper understanding of the concepts, proving that the PBL intervention had been effective.

The most noticeable impact in Cycle 2 was a marked increase in student focus and engagement in learning; students no longer appeared confused or passive when working on projects. They showed

greater initiative in finding solutions, sharing ideas, and solving internal group problems. The collaboration process between students also became smoother because they had become accustomed to the division of tasks and roles in the team, indicating that students had successfully adapted to a learning model that required their active participation.

The implementation of improvements in Cycle 2 also created a more conducive and productive classroom atmosphere. Unnecessary noise was reduced, replaced by focused and meaningful group discussions. Students felt comfortable asking questions and expressing their opinions because the teacher had created a supportive environment. This conducive atmosphere greatly supported the success of the project, in which all team members worked together effectively towards the same goal. With the achievement of the objectives and performance indicators in Cycle 2, this study can be considered successful and does not need to be continued to Cycle 3.

Based on the theoretical framework of Problem-Based Learning (PBL), learning is considered most effective when students are directly confronted with authentic problems and actively design projects as a form of solution (Muhammad Takdir, Latang Latang, 2025). In Cycle I, educators systematically applied the PBL stages, starting from problem presentation, project planning by students, to presentation of results. In this process, the role of the teacher shifts from instructor to facilitator, thereby changing the focus of learning from passive to participatory (Pramasanti & Kundera, 2025).

Findings in Cycle I, such as students' difficulties in collaborating, became the basis for improvements in Cycle II. These improvements aimed to align practice with the theoretical principles of PBL, which emphasize the development of collaborative and problem-solving skills. The results of Cycle II showed an increase not only in learning outcomes but also in the creation of a more conducive classroom climate. This confirms that the adapted PBL intervention succeeded in achieving its main objective, namely to develop independent learners who are skilled in working on meaningful projects (Ita Sukmawati, Kurniasih, 2023).

Conclusion

The application of the Problem Based Learning (PBL) model in learning the Al-Qur'an Hadith on the topic "Experiencing the Authenticity of the Al-Qur'an" in class X B MA At-Thohiriyah shows very positive results in increasing student learning focus. This learning model provides space for students to actively analyze real problems related to the authenticity of the Al-Qur'an, such as the challenges of the digital era, religious hoaxes, and efforts to prove the truth of the text through history and the science of the Al-Qur'an. Through the process of discussion, observation, brainstorming, and presentations, students not only receive information, but also construct understanding independently based on valid sources.

The implementation of PBL, which consists of problem orientation, group organization, independent and collaborative investigation, preparation of results, and final reflection, provides a more meaningful learning experience. Students appear more enthusiastic, more responsible for the tasks given, and demonstrate better cooperation skills among group members. These changes are evident both in terms of behavior and evaluation results. Data from Cycle II shows a significant increase compared to Cycle I, both in aspects of material understanding, active participation, and the ability to analyze hadith texts and verses of the Quran. The average student score successfully exceeded the minimum completion standard of 70%, indicating that this strategy not only helps students understand the material but also improves the quality of the learning process.

Furthermore, classroom dynamics become more interactive and conducive, moving away from teacher-centered learning patterns. Students feel more engaged because the material is linked to the context of their lives and current phenomena. The collaborative learning environment makes students

more confident in presenting arguments based on valid sources and scientific logic. Thus, PBL has proven relevant as an alternative approach to learning the Quran and Hadith because it can increase learning focus, motivation, and provide a more applicable and meaningful learning experience. This model deserves continued development in religious education to strengthen critical thinking skills, religious attitudes, and a deeper understanding of the sources of Islamic teachings.

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