THE EFFECT OF PROBLEM-BASED LEARNING AND MOTIVATION ON LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION STUDENTS OF SMP NEGERI 1 HELVETIA VILLAGE, LABUHAN DELI DISTRICT DELI SERDANG REGENCY

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Abstract

The purpose of this study is to find out: (1) The effect of the application of problem-based learning models on student learning outcomes of Islamic Religious Education, (2) The influence of student learning motivation on student Islamic Education learning outcomes, (3) The effect of the application of problem-based learning on students 'Islamic Religious Education learning motivation, (4) The interaction between problem-based learning and motivation on students' Islamic Religious Learning outcomes. This research is quantitative research. This study used a quasi-experimental method with a population of 298 students in class VIII of SMP Negeri 1 Helvetia Village, Labuhan Deli District, Deli Serdang Regency, which consists of 9 groups. Sampling using cluster random sampling, which consists of 34 students in the experimental class and 35 in the control class. Data collection instruments are tests and questionnaires. The analysis technique is a two-way ANOVA with 2 X 2 factorial at significance α = 0.05 followed by the Scheffe test. The results showed: (1) The application of the problem based learning model to the Islamic Religious Education learning outcomes of students is seen from the value of the Statistical test fcount 283.31 while the value of ftable 3.96. For dk = 1 and the real level α = 0.05. It turned out that the value of fcount 283.31> ftable 3.96 was higher than the average student learning outcomes taught with expository learning models. (2) The average high motivation of student learning is based on the results of the statistical test fcount 16.65 while the value of ftable 3.96. For dk = 1 and the real level α = 0.05. It turns out that the value of account 16.65> ftable 3.96 has high learning outcomes. (3) The average student learning outcomes with PBM can influence high student motivation based on the results of statistical testing fcount 283.31 while the value of ftable 3.96. For dk = 1 and the real level α = 0.05. It turned out that the value of account 283.31> ftable 3.96. (4) The interaction between learning models and motivation in influencing student learning outcomes of Islamic Religious Education based on the results of statistical testing fcount 3.99 while the value of ftable 3.96.

Keywords: Problem-Based Learning, Motivation, Learning Outcomes

INTRODUCTION

Sanjaya (2014:1) states that one of the problems faced by education today is the problem of the weak learning process. In the learning process, children are less encouraged to develop abilities in an integrated and comprehensive manner. The learning process in the classroom tends to be directed towards the child's ability to memorize information; a child's brain is forced to remember and hoard various information without being required to understand the information it remembers to connect with everyday life.

In learning activities so much that must be thought by educators for the success of their students. Moreover, today's students experience so many negative influences experienced by students, among them are family environmental factors, community environmental factors, technological advances such as social media, and so on. This often makes students very vulnerable because there are many factors that can affect the concentration of student learning. So it is very influential on learning motivation and student learning outcomes are still low.

The teacher as a guide in learning that is in direct contact with the object is expected to have to have creative and innovative ideas and the need for changes in learning models that must be done in the classroom, so students in the learning process become passionate, excited and motivated in every learning. Because if students get comfort in the learning process, of course, without any coercion and emphasis from the teacher the student will have high awareness and self-motivation so that this can affect the improvement in student learning outcomes.

THEORITICAL REVIEW

The problem based learning model, according to M. Taufiq Nur (2009: 12) was originally introduced in 1970 through Mc Masters University in the Canadian School of Medicine. The birth of problem-based learning is an attempt to obtain a solution in the implementation of a diagnosis by first asking a number of questions according to the needs and the existing situation. In line with needs, the use of problem-based learning is not only limited to the world of medicine but will also be applied in economics, business, law and social affairs and even education.

Nasution (2017: 98) states that problem-based learning is defined as a series of learning activities focused on the process of solving problems / problems scientifically. The problem can be taken from textbooks or from other sources, for example from events that occur in the surrounding

environment, from events in the family or from events that occur in the community.

Rusman (2011: 232) states problem based learning is the use of various kinds of intelligence needed to confront real world challenges, the ability to deal with new things and existing complexities. According to Amir (2010: 21) states problem-based learning has two meanings, namely the learning process uses a systematic approach to solving problems or to face challenges that will later be needed in career and daily life.

Trianto (2009: 70) asserts that problem-based learning is developed primarily to help students develop thinking skills, problem solving, and intellectual skills, learn about various adult roles through their involvement in real or simulated experiences, and become autonomous and independent learning. Problem-based learning is not designed to help teachers provide as much information as possible to students. The problem-based learning model is an effective approach for teaching high-level thinking. This learning shapes students to process information in their minds in compiling their knowledge of the surrounding social world.

Rusman (2011: 232) states the characteristics of problem-based learning are as follows: (1) problems become the starting point in learning, (2) issues raised are problems that exist in the unstructured real world, (3) problems require multiple perspectives (multiple perspectives), (4) problems challenging the knowledge possessed by students, attitudes and competencies which then require identification of learning needs and new fields of learning, (4) learning self-direction becomes the main outcome, (5) utilization of diverse knowledge sources, their use and evaluation of information sources is an essential process in learning, (6) learning is collaborative, communication and cooperative, (7) the development of inquiry and problem solving skills is as important as mastering the contents of knowledge to find solutions to a problem, (8) openness of processes in learning includes the synthesis and integration of a process learning, and (9) learning involves evaluating and reviewing student experiences and learning processes.

Sanjaya (2014: 213), offering Learning solutions with problem solving can be applied: (1) if the educator wants students to not only remember the subject matter but also understand it well, (2) if the educator intends to develop the participant's rational thinking skills students, namely the ability to analyze situations, apply their knowledge in new situations, know there are differences between facts and opinions,

(3) if educators want the ability of students to solve problems and make intellectual challenges for students, (4) if educators want students to can be more responsible in learning, (5) if educators want students to be able to understand the relationship between theory and reality in their lives.

Sanjaya (2014: 179) states that expository learning model is a learning model that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally. Roy Killen secures this expository model with the term direct learning model (direct instruction), because in this model the subject matter is delivered directly by the teacher. Students are not required to find the material. The expository model is the same as the lecture model. Both of these models make the teacher as a provider of information (learning material).

Gulo (2018: 11) explains that expository learning is carried out by the teacher by thoroughly processing the material before it is delivered in class so that students just have to accept it. The same thing was explained Rusmono (2012: 66) that expository is a form of teacher-oriented learning approach, because in this case the teacher plays a dominant role. The teacher conveys the subject matter delivered can be mastered by students.

Some characteristics of the expository model revealed by Sanjaya (2014:179) include: (1) the expository model is conducted by conveying subject matter verbally, meaning verbally speaking is the main tool in doing this model. Therefore, it is often identified with lectures, (2) the subject matter delivered is ready-made subject matter, such as data or facts, certain concepts that must be memorized so that they do not require students to recite, and (3) the main purpose of learning is the mastery of the subject matter itself. That is, after the learning process ends students are expected to understand it correctly by being able to re-express the material that has been described.

Nasution (2015: 138-139) states that expository learning has the usual stages of learning, namely: (1) in the preliminary stage the educator conveys the main points of the material to be discussed and the learning objectives to be achieved, learners listen and note things things that are considered important, (2) at the presentation stage of the educator's material, deliver the learning material with lectures and questions and answers, then proceed with a demonstration to clarify the material presented and end with the delivery of the exercise, and (3) at the closing stage the educator carries out an evaluation in the form of tests and

follow-up activities such as assignments in order to improve and stabilize or deepen the material.

Expository learning models will be effective as explained Harmuni (2012: 74) are as follows: (1) if the teacher conveys new material and relates it to the learning that students will learn (overview). Usually new material is needed for specific activities, such as problem solving activities. Therefore, the material delivered is basic such as certain concepts, a series of activities, (2) if the teacher wants students to have certain intellectual abilities, for example students can re-explain the learning that has been described by the teacher, (3) if the learning material is suitable to be presented, meaning that it is seen from the nature and type of subject matter that the lesson is indeed suitable for the teacher to convey by the lecture method. Examples of research material in the form of specific data, (4) if developing students on a particular topic. For example: subject matter that is inducement to increase student motivation, (5) the teacher wants to demonstrate a particular technique or procedure for practical activities, (6) if students have the same level of difficulty then the teacher must explain in its entirety, (7) if the teacher teaches a group of students who on average have a low ability, (8) if the environment does not support using student-centered strategies. For example there is no infrastructure needed, and (8) if the teacher does not have enough time to use a student-centered approach.

Etymologically Suparmin (2006: 6) states the term motivation comes from Latin, which is motive which means to move. According to Suryabrata (2006: 70) states motivation is a condition found in a person that drives him to do certain activities in order to achieve a goal. According to Saleh (2008: 183) states motivation is anything that becomes a driver of behavior that demands or encourages someone who meets the needs. According to Saleh (2011: 167) states motivation is what makes us start moving, while commitment is what keeps us going. Motivation can change a person from ordinary habits to become superior and extraordinary. We can't do something because we don't have a good reason to do it. According to Saiful (2011: 148) states that motivation is the driving force that generates activity in living things and gives rise to behavior and directs it towards certain goals.

Hamalik (2004: 161) states that the function of motivation is: (1) encouraging behavior or deeds. Without motivation, an action will not arise, for example learning, (2) motivation functions as a guide, meaning

directing the action to achieve the desired goals, and (3) motivation functions as a mobilizer, meaning moving one's behavior. The size of the motivation will affect how quickly a job / task can be completed properly.

Meanwhile Uno (2016) explains motivation related to: (1) success in learning, (2) enthusiasm for achievement, and (3) have a high desire to learn. According to Sardiman (2011: 85), there are several forms and ways to foster motivation in learning activities in schools: (1) giving numbers / grades, (2) prizes, (3) competition, (4) giving tests, (5) knowing results, and (6) praise.

Sardiman (2011: 85) states learning motivation is divided into three functions, namely as follows: (1) encouraging to do, motivation as an energy activator. Motivation in this case is the driving force of every activity that will be done, (2) determining the direction of the action, ie towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of its objectives, and (3) select actions that determine what actions must be done in harmony in order to achieve the goal by setting aside actions that are not beneficial to these goals. A student who will face an exam in the hope of being able to pass, of course will undertake learning activities and will not spend time playing because they are not compatible with the objectives.

Purwanto (2010: 44) that what is meant by the understanding of learning outcomes is the result (product) refers to an acquisition due to an activity or process that causes changes in functional input. Production results are obtained due to the activity of changing raw materials into finished goods.

Suprijono (2010: 5) explains learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Meanwhile Suprihatiningrum (2013: 37) states learning outcomes are abilities possessed by students as a result of acts of learning and can be observed through student performance (Learners performance).

METHODS

This research is quantitative research. This study used a quasi-experimental method with a population of 298 students in class VIII of SMP Negeri 1 Helvetia Village, Labuhan Deli District, Deli Serdang Regency, which consisted of 9 groups. Sampling using cluster random sampling, which consists of 34 students in the experimental class and 35 in

the control class. Data collection instruments are tests and questionnaires. The analysis technique is two-way anova with 2 X 2 factorial at significance α = 0.05 followed by the Scheffe test.

RESEARCH RESULTS AND DISCUSSION

The problem based learning model is designed with attention to important things in determining the learning model so as to achieve maximum learning goals, each teacher needs to pay attention and prepare a learning model that supports the effectiveness and efficiency of the learning process in class.

This is supported by the opinion of Rusman (2011: 232) which states that problem based learning is the use of various kinds of intelligence needed to confront real world challenges, the ability to deal with new things and existing complexities.

Besides this research has been proven by previous researcher Ahmad Syaifulloh, (2016) who showed that the effect of problem-based learning strategies to motivate students is the effect of problem-based learning strategies on student learning outcomes. In addition to improving student learning outcomes in the cognitive aspect there is also an increase in studies of students in the affective and psychomotor aspects. Implementation of problem-based learning strategies to improve students' motivation and learning outcomes. Therefore, learning models need to be well-designed, effective and efficient in their use to help achieve these learning objectives. Therefore, teachers need to consider several things as a consideration for designing learning models.

The rationale that is taken into consideration in choosing a learning model includes the learning objectives to be achieved, the material to be delivered, the characteristics of the students, the education staff used, the allocation of time provided, the facilities and infrastructure available as well as the costs needed to implement the model. In addition, the learning process that takes place must be changed from a monotonous boring situation to a more pleasant atmosphere, one of which is by using variations of the learning model.

A varied learning model can be used to create a pleasant atmosphere so that it can motivate students to study hard. Hopefully the learning outcomes obtained by students become better. Because students in the school environment will certainly follow the learning model that has been designed by the teacher who teaches it.

Based on the results of research analysis, it is proven that motivation is one of the characteristics of students that is often and most studied by experts. Because it cannot be denied that motivation has an important role that can affect a person's changes. As according to Saleh (2008: 183) states motivation is everything that becomes a driver of behavior that demands or encourages someone who meets the needs. As a driving force or effort that encourages someone to do something in order to achieve a goal, the learning motivation possessed by students can affect the student's learning outcomes.

If someone does not have the strength that is in him and is not developed will affect the performance results of that person because someone has no motivation. Therefore, the strength that is in a person must be developed so that the results and objectives to be achieved are optimal. Someone's motivation in doing something usually varies, depending on the stimulus (stimulus) provided by the brain.

Theoretically, arguments about the importance of growing student motivation to achieve optimal learning outcomes have become the main conclusions. Each individual, including students, has a different motivation. Students who have high motivation will get higher learning outcomes compared to students who have low learning motivation.

This can be proven also based on the results of previous studies studied by Esti Zaduqisti (2010) showing problem-based learning begins with a problem (can be raised by students or teachers), then students deepen their knowledge about what they already know and what they need know to solve the problem. Students can choose problems that are considered interesting to solve so they are encouraged to play an active role in learning. This stimulates a person to hold a reaction to achieve the goal in an atmosphere of competition in order to achieve something. So it is assumed that this learning model has a positive contribution in increasing achievement motivation.

Learning outcomes obtained by students will vary and vary related to the motivation possessed by each student. To improve student motivation, one solution is to choose the right learning model, which is fun and can deliver Islamic religious education subjects as well. Learning any field of study can only be improved in quality, if teachers understand the characteristics of students well, one of them is motivation.

The findings of this study prove that there is an interaction between learning models and motivation on student learning outcomes in Islamic

Religious Education. Students who have low motivation by following the problem-based learning model have higher learning outcomes compared to students who have high motivation with expository learning models. This indicates an interaction between the learning model with motivation towards student learning outcomes in Islamic Religious Education.

Thus students who have motivation will be better able to master and understanding of the subject matter. Indirectly, the motivation possessed by students will be able to improve their achievement in learning. Student learning outcomes and achievements will be further enhanced if the delivery of lessons using the learning model used by the teacher is able to build a learning atmosphere that is conducive to self-directed learning for their students. He also should be able to make the learning process as a self-exploration activity.

CONCLUSIONS

The conclusions that can be drawn from the results of testing this research hypothesis are as follows: (1) the learning outcomes of Islamic Religious Education students who are taught using problem-based learning models are higher than students who are taught with expository learning models. Thus the Problem Based Learning Model is more effectively applied in the learning of Islamic Education in order to improve learning outcomes of Islamic Religious Education students of SMP Negeri 1 Helvetia Village, Labuhan Deli District Deli Serdang Regency, (2) students who have high motivation get higher learning outcomes compared to students who have low motivation. Thus students who have high motivation will be more successful in learning compared to students who have low motivation, (3) learning using the Problem Based Learning model has a high effect on student motivation. Thus the Problem Based Learning Model can increase student motivation, and (4) there is an interaction between learning models and motivation in influencing student learning outcomes in Islamic Religious Education. Thus the problem based learning model has a high influence on motivation. The Problem Based Learning Model has a more significant influence on learning outcomes so that students have high motivation to learn compared to student learning outcomes with low motivation.

RECOMMENDATIONS

Recommendations as follows: (1) School principals need to pay attention to learning facilities, convenience of learning places and pay attention to the school environment as the school culture is safety, cleanliness, orderliness, beauty, kinship, shade, health, openness and example, (2) teachers need to pay attention to the material lessons to be conveyed and its relation to designing learning models that will be applied in teaching, pay attention to students' motivation, because student motivation can have a great influence on student learning outcomes, it is necessary to take various trainings on learning models and things that affect learning outcomes in order to remind the ability to design and implement learning models and maximize student learning achievement, and (3) students should increase their confidence by drawing closer to Allah SWT carry out all the commands of Allah and leave all the prohibitions of God, obedient to adap teachers and parents, have a learning motivation that arises from self-awareness, discipline, honesty and the spirit of studying.

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