

The Relationship Between The Implementation Of The Problem Based Learning Model And Students' Active Participation In Islamic Religious Education Learning In Grade XI Of SMK YASPI Labuhan Deli

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Abstract: This study aims to determine the relationship between the implementation of the *Problem Based Learning* (PBL) model and students' active participation in Islamic Religious Education (IRE) learning in Grade XI of SMK YASPI Labuhan Deli. Students' active participation is one of the important indicators of successful learning, emphasizing students' cognitive, affective, and psychomotor involvement. The PBL model was chosen because it positions students as the center of learning through contextual and meaningful problem-solving activities. This research employed a quantitative approach using a correlational method. The population of this study consisted of all Grade XI students of SMK YASPI Labuhan Deli, with the sample determined using an appropriate sampling technique. Data were collected through questionnaires measuring the implementation of the PBL model and students' active participation. Data analysis was conducted using statistical correlation techniques. The results indicate that there is a positive and significant relationship between the implementation of the Problem Based Learning model and students' active participation in Islamic Religious Education learning. These findings suggest that the better the implementation of the PBL model, the higher the level of students' active participation in the learning process. Therefore, the Problem Based Learning model is recommended as an effective alternative learning model to enhance students' active participation in Islamic Religious Education.

Keywords: Problem Based Learning; Students' Active Participation; Islamic Religious Education.

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara penerapan model *Problem Based Learning* (PBL) dengan partisipasi aktif siswa dalam pembelajaran Pendidikan Agama Islam (PAI) di kelas XI SMK YASPI Labuhan Deli. Partisipasi aktif siswa merupakan salah satu indikator keberhasilan pembelajaran yang menekankan keterlibatan siswa secara kognitif, afektif, dan psikomotor. Model PBL dipilih karena menempatkan siswa sebagai

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pusat pembelajaran melalui pemecahan masalah yang kontekstual dan bermakna. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMK YASPI Labuhan Deli, dengan sampel yang ditentukan menggunakan teknik sampling yang sesuai. Data dikumpulkan melalui angket penerapan model PBL dan angket partisipasi aktif siswa. Analisis data dilakukan menggunakan teknik korelasi statistik. Hasil penelitian menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara penerapan model Problem Based Learning dengan partisipasi aktif siswa dalam pembelajaran Pendidikan Agama Islam. Temuan ini mengindikasikan bahwa semakin baik penerapan model PBL, maka semakin tinggi tingkat partisipasi aktif siswa dalam proses pembelajaran PAI. Oleh karena itu, model Problem Based Learning direkomendasikan sebagai salah satu alternatif model pembelajaran yang efektif untuk meningkatkan keaktifan siswa dalam pembelajaran Pendidikan Agama Islam.

Kata Kunci: Problem Based Learning; Partisipasi Aktif Siswa; Pendidikan Agama Islam.

A. Introduction

Education plays a fundamental role in shaping students' intellectual, moral, and spiritual development. In the context of Islamic education, learning is not only aimed at transferring knowledge but also at cultivating faith, character, and responsible behavior in accordance with Islamic values (Tilaar, 2015). Therefore, Islamic Religious Education (IRE) requires learning approaches that actively involve students in order to internalize religious values meaningfully.

Active student participation is widely recognized as a key indicator of effective learning. Students who actively participate tend to demonstrate higher motivation, better understanding, and stronger critical thinking skills (Prince, 2004). In Islamic Religious Education, active participation is essential because religious understanding is not merely memorization but involves reflection, discussion, and application in daily life (Muhaimin, 2017).

However, many learning practices in Islamic Religious Education are still dominated by teacher-centered approaches. This condition often leads to passive learning, where students tend to listen, take notes, and memorize without meaningful

engagement (Sanjaya, 2016). As a result, students' participation and enthusiasm in learning Islamic Religious Education remain relatively low.

Several studies have shown that conventional teaching methods are less effective in encouraging students to actively participate in classroom activities (Slavin, 2018). When students are not given opportunities to explore problems, express opinions, and collaborate with peers, their learning experiences become less meaningful. This situation highlights the need for innovative learning models that can foster students' active involvement.

One of the learning models that has gained attention in recent years is the Problem Based Learning (PBL) model. PBL emphasizes learning through real-life problems that encourage students to think critically, collaborate, and find solutions independently (Barrows & Tamblyn, 1980). Through this approach, students are positioned as active learners rather than passive recipients of information.

Problem Based Learning is considered suitable for Islamic Religious Education because Islamic teachings are closely related to real-life issues faced by students. By integrating contextual problems into learning, students are encouraged to analyze Islamic values and apply them to real situations (Rusman, 2017). This approach aligns with the objectives of Islamic education, which emphasize understanding, practice, and moral development.

Previous research indicates that the implementation of PBL can significantly increase students' engagement and participation in learning activities (Hmelo-Silver, 2004). Students become more involved in discussions, problem-solving, and collaborative work, which contributes to deeper understanding and learning motivation. Such findings suggest that PBL has the potential to improve learning quality in various subjects, including Islamic Religious Education.

In addition, PBL supports the development of 21st-century skills such as critical thinking, communication, collaboration, and creativity (Trilling & Fadel, 2009). These skills are increasingly important for students to face social and moral challenges in modern society. Islamic Religious Education, therefore, needs to adopt learning models that are relevant to these demands.

Active participation in learning also contributes to students' affective development. According to Bloom's taxonomy, learning outcomes encompass cognitive, affective, and psychomotor domains (Bloom, 1956). Through active participation, students are more likely to develop positive attitudes, values, and behaviors that reflect Islamic teachings.

Despite the potential benefits of PBL, its implementation in Islamic Religious Education, particularly at vocational high schools, has not been extensively studied. Vocational students often have diverse learning characteristics and practical orientations, which require appropriate instructional strategies (Arends, 2012). Understanding how PBL relates to students' active participation in this context is therefore important.

SMK YASPI Labuhan Deli, as a vocational high school, faces challenges in enhancing students' participation in Islamic Religious Education classes. Observations indicate that some students show limited involvement during lessons, particularly in discussion and reflective activities. This condition necessitates the exploration of learning models that can stimulate students' engagement.

The relationship between the implementation of PBL and students' active participation is an important aspect to be examined. According to Creswell (2014), correlational research helps identify the degree to which variables are related without manipulating them. In this study, the implementation of PBL is considered as an independent variable, while students' active participation serves as the dependent variable.

By examining this relationship, educators can gain empirical evidence regarding the effectiveness of PBL in promoting active participation in Islamic Religious Education. Such evidence is crucial for improving instructional practices and decision-making in schools (Sugiyono, 2019).

Furthermore, this study is expected to contribute to the development of Islamic education pedagogy by providing insights into student-centered learning approaches. The findings may serve as a reference for teachers in designing learning activities that encourage active participation and meaningful learning experiences.

In conclusion, the need to enhance students' active participation in Islamic Religious Education requires the implementation of innovative learning models such as Problem Based Learning. Investigating the relationship between PBL and students' active participation is essential to ensure that learning objectives are achieved effectively and in accordance with the values of Islamic education.

B. Research Methodology

This study employed a quantitative research approach with a correlational design to examine the relationship between the implementation of the Problem Based Learning (PBL) model and students' active participation in Islamic Religious Education learning. The correlational method was chosen because it allows the researcher to identify the degree and direction of the relationship between two variables without manipulating them (Creswell, 2014).

The research was conducted at SMK YASPI Labuhan Deli, involving students of Grade XI as the research population. The population consisted of all Grade XI students who participated in Islamic Religious Education learning during the academic year. The sample was determined using an appropriate sampling technique to ensure representativeness and reliability of the research findings (Sugiyono, 2019).

The independent variable in this study was the implementation of the Problem Based Learning model, while the dependent variable was students' active participation in Islamic Religious Education learning. The implementation of PBL was measured through indicators such as problem orientation, student involvement in problem-solving, group discussion, and presentation of learning outcomes. Students' active participation was assessed based on indicators including asking questions, expressing opinions, participating in discussions, and actively completing learning tasks (Arends, 2012).

Data were collected using questionnaires as the primary research instruments. The questionnaires were developed using a Likert scale and were distributed to the selected students to measure their perceptions of PBL implementation and their level of active participation. Prior to data collection, the instruments were validated through expert judgment and pilot testing to ensure their validity and reliability (Azwar, 2017).

The data analysis technique involved both descriptive and inferential statistical analyses. Descriptive statistics were used to describe the level of PBL implementation and students' active participation, while inferential statistics were employed to test the relationship between the two variables. The correlation analysis was conducted using an appropriate statistical correlation formula based on data characteristics (Ghozali, 2018).

To ensure the credibility and ethical integrity of the research, the study was conducted with informed consent from the participants and approval from the school authorities. Confidentiality and anonymity of the students' responses were maintained throughout the research process. All data were analyzed objectively to provide accurate and reliable conclusions regarding the relationship between the implementation of Problem Based Learning and students' active participation in Islamic Religious Education learning.

C. Results and Discussion

The results of this study indicate that the implementation of the Problem Based Learning (PBL) model in Islamic Religious Education learning at SMK YASPI Labuhan Deli is generally categorized as good. Most students reported that learning activities were centered on problem-solving, group discussions, and active involvement in analyzing real-life issues related to Islamic values. This finding suggests that PBL has been applied in accordance with its core principles, which emphasize student-centered learning (Barrows & Tamblyn, 1980).

Descriptive analysis of students' active participation shows that the majority of students demonstrated a moderate to high level of participation during Islamic Religious Education lessons. Students were actively involved in asking questions, expressing opinions, participating in group discussions, and completing assigned tasks. This supports the view that active participation is a crucial component of effective learning, as students engage cognitively and socially in the learning process (Prince, 2004).

The correlation analysis reveals that there is a positive relationship between the implementation of the PBL model and students' active participation in Islamic Religious Education learning. This means that higher levels of PBL implementation are

associated with increased student participation. The direction of the relationship indicates that PBL contributes positively to students' engagement during learning activities.

Furthermore, the results show that the relationship between PBL implementation and students' active participation is statistically significant. This finding confirms that the observed relationship is not due to chance, but rather reflects a meaningful association between the two variables. Such results are consistent with previous studies that found PBL to be effective in enhancing student engagement and participation (Hmelo-Silver, 2004).

The positive relationship found in this study can be explained by the characteristics of the PBL model, which encourages students to actively explore problems, collaborate with peers, and seek solutions independently. Through these activities, students are required to participate actively, both individually and in groups, thereby increasing their involvement in the learning process (Arends, 2012).

In the context of Islamic Religious Education, PBL allows students to connect Islamic teachings with real-life situations. This contextual learning approach makes the material more meaningful and relevant, which in turn motivates students to actively participate in discussions and problem-solving activities (Muhaimin, 2017). When students perceive learning as relevant to their daily lives, their engagement naturally increases.

The findings also support constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through interaction and experience. PBL aligns with this theory by providing students with opportunities to build understanding through inquiry and reflection (Slavin, 2018). As a result, students are more likely to be actively involved rather than passively receiving information.

Another important finding is that PBL encourages collaborative learning. Group discussions and teamwork enable students to share ideas, debate perspectives, and learn from one another. This collaborative environment fosters social interaction and active participation, which are essential components of effective learning in Islamic education (Rusman, 2017).

The increase in active participation observed in this study also contributes to students' affective development. Active involvement in learning activities helps students develop positive attitudes toward Islamic Religious Education, such as responsibility, respect, and cooperation. These values are closely aligned with the objectives of Islamic education, which aim to develop both knowledge and character (Tilaar, 2015).

Despite these positive findings, some students still demonstrated lower levels of participation. This may be influenced by individual differences such as learning motivation, confidence, and prior knowledge. As noted by Trilling and Fadel (2009), effective implementation of student-centered learning models requires continuous guidance and support from teachers to accommodate diverse learner characteristics.

The vocational school context also plays a role in shaping students' participation. Vocational students tend to prefer practical and contextual learning experiences. PBL addresses this need by presenting real-world problems that relate to students' future professional and social lives, thereby increasing their interest and participation in learning activities (Arends, 2012).

The results of this study are in line with previous empirical studies that reported a significant relationship between innovative learning models and student participation. Research by Hmelo-Silver (2004) and Slavin (2018) emphasizes that student-centered models like PBL are effective in promoting active learning and engagement across various educational contexts.

From a pedagogical perspective, these findings highlight the importance of shifting from teacher-centered to student-centered learning approaches in Islamic Religious Education. Teachers play a crucial role as facilitators who guide students in exploring problems, asking questions, and reflecting on Islamic values (Sanjaya, 2016).

The findings also imply that consistent and well-planned implementation of PBL can create a more dynamic and interactive classroom environment. Such an environment encourages students to actively participate, express ideas, and develop critical thinking skills, which are essential for meaningful learning (Creswell, 2014).

Overall, the results demonstrate that the implementation of the Problem Based Learning model has a meaningful relationship with students' active participation in Islamic Religious Education learning. This suggests that PBL is a suitable instructional model for enhancing student engagement and participation, particularly at the vocational high school level.

In conclusion, the discussion of the results confirms that Problem Based Learning contributes positively to students' active participation in Islamic Religious Education. These findings provide empirical support for the use of PBL as an effective learning model and offer valuable insights for teachers and schools seeking to improve the quality of Islamic Religious Education learning.

D. Conclusion

This study concludes that the implementation of the Problem Based Learning (PBL) model is positively related to students' active participation in Islamic Religious Education learning in Grade XI of SMK YASPI Labuhan Deli. The findings indicate that when PBL is implemented effectively through problem-oriented activities, group discussions, and student-centered learning processes, students tend to be more actively involved in classroom activities. This confirms that PBL plays an important role in promoting meaningful and participatory learning experiences.

Furthermore, the results demonstrate that students' active participation increases as the quality of PBL implementation improves. Active participation is reflected in students' willingness to ask questions, express opinions, collaborate with peers, and complete learning tasks responsibly. These outcomes suggest that PBL supports not only cognitive engagement but also social interaction and affective development, which are essential components of Islamic Religious Education.

Based on these conclusions, it is recommended that Islamic Religious Education teachers apply the Problem Based Learning model consistently and creatively to enhance students' active participation. Schools should also support teachers through training and instructional resources to optimize the implementation of student-centered learning models. Future research may explore the application of PBL in different

educational contexts or examine its impact on other learning outcomes, such as critical thinking skills and character development.

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