The Effect of Problem Based Learning (PBL) Model on Akidah Akhlak Learning on the Religious Moderation Attitude of MAN IC Central Bengkulu Students

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Article Info

ABSTRACT

Purpose of the Study: This study aims to analyze the impact of implementing the Problem-Based Learning (PBL) model on fostering religious moderation attitudes among class XI students at MAN IC Bengkulu Tengah.

Methodology: The research employs a quantitative approach with a sample of class XI students at MAN IC Bengkulu Tengah. Data were analyzed using the Spearman Rank correlation to determine the relationship between PBL implementation and students' religious moderation attitudes. Observations, pretests, and posttests were conducted to support data reliability and validity.

Main Findings: The results demonstrate that the PBL model significantly contributes to developing religious moderation attitudes, with a 92% improvement observed among the participants. Through active engagement in problem-solving, students enhanced their critical thinking and analytical skills, enabling them to apply balanced and moderate perspectives in religious and social contexts. The study highlights that integrating real-world issues into Akidah Akhlak lessons through PBL effectively nurtures students' ability to embrace diversity and avoid radical tendencies.

Novelty/Originality of the Study: This research pioneers the application of PBL in Islamic education, particularly in fostering religious moderation, a critical value in pluralistic societies. It addresses a significant gap in the literature by offering evidence-based insights into the role of innovative pedagogical models in shaping attitudes aligned with inclusivity and tolerance. The study also underscores the potential of PBL to modernize Islamic education by bridging theoretical knowledge with practical, real-world applications, thereby advancing students' holistic character development.

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1. INTRODUCTION

In the era of globalization, the challenges of religious moderation are increasingly complex, especially in a pluralistic society like Indonesia. Education is one of the strategic sectors in building an attitude of religious moderation, especially in learning Akidah Akhlak, which aims to instill moral and religious values. Religious moderation is one of the essential values that need to be instilled in the world of education in Indonesia, especially in the context of cultural and religious diversity. Religious moderation in Islamic education is implemented through the Decree of the Minister of Religious Affairs Number 184 of 2019 concerning Guidelines for the Implementation of the Curriculum in Madrasahs and is also strengthened through the Decree

of the Director General of Islamic Education Number 7272 of 2019 concerning Guidelines for the Implementation of Religious Moderation in Islamic Education [1]. As a country with a majority Muslim population, Indonesia faces challenges in maintaining social harmony amidst various differences. One of the main challenges is the increasing tendency towards radicalism and intolerance [2]. Education, especially learning Aqidah Akhlak in madrasas, has a strategic role in shaping the character and morals of moderate and tolerant students [4]-[6]. Through this learning, students are not only taught religious values but are also trained to understand and appreciate diversity. However, the approach to conventional learning aqidah akhlak is often insufficient to answer learning needs that are relevant to diverse issues of moderation. Therefore, innovation is needed in learning methods that are able to integrate critical thinking skills with the strengthening of moderate religious values.

One of the potential innovative learning models is problem-based learning (PBL), which is a student-centered learning approach through the process of solving real problems. This model is designed to encourage active student involvement in understanding problems, analyzing, and finding relevant solutions [7]. In the context of learning aqidah and akhlak, PBL can not only improve students' ability to understand religious concepts but also help them apply these values in everyday life [8]. PBL emphasizes collaborative learning, group discussions, and reflection, all of which can support the strengthening of religious moderation attitudes. In addition, this method is able to train students to think critically about various contemporary issues, including those related to tolerance, pluralism, and radicalism. However, although the potential of PBL has been widely studied in various educational contexts, research on its application in learning aqidah and akhlak and its influence on religious moderation attitudes is still very limited. This is a research gap that needs to be filled in order to produce more effective and relevant learning strategies.

Madrasah Aliyah Insan Cendekia Bengkulu Tengah is one of the leading Islamic educational institutions that has great potential in integrating religious values with modern learning approaches. Students at this madrasah are not only required to understand religious teachings in depth but also to develop moderate and inclusive attitudes. By using the PBL method, students can be invited to be directly involved in problem-based learning, where they can identify issues that are relevant to everyday life, such as tolerance between religious communities, attitudes towards diversity, and the importance of social harmony [5]. This is very important to form a young generation who are not only knowledgeable but also have high social awareness and are able to analyze situations and produce solutions [9], [10]. However, to ensure the effectiveness of this model, in-depth research is needed to examine the extent to which the application of PBL in learning aqidah and akhlak can influence students' moderate religious attitudes.
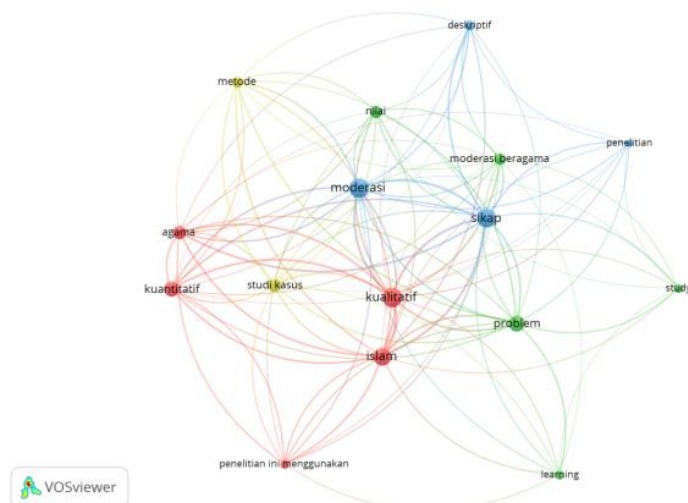

Figure 1. Visual Web of Religious Moderation Theme

Figure 1 is a network visualization created using VOSviewer. The visualization shows that the theme of religious moderation and attitudes is more often studied descriptively without integration with certain learning approaches, including PBL, which is the research exploration space. In addition, although "problem" and "learning" are interconnected, the lack of a bold line linking the two to "religious moderation" indicates that research on PBL in the context of Islamic religious education, especially those focusing on religious moderation attitudes, has not been widely conducted. The research gap raises the limitations of research that connects aspects of religious moderation with certain educational environments, such as State Islamic Senior High Schools (MAN), especially in local contexts such as MAN IC Bengkulu Tengah, which has unique characteristics. Therefore, this study has a great opportunity to bridge this gap by exploring how PBL can

significantly influence Akidah Akhlak learning and shape students' religious moderation attitudes. In religious moderation, it is hoped that a person will have an open attitude that apart from themselves there are still other people who also have the same rights as a sovereign society [11]. In addition to good attitudes, students' interest in learning aqidah and akhlak with problem-based learning is considered very well implemented in learning. Students can engage with everyday topics, think critically, and work in groups to solve problems they encounter during learning activities in class [3].

This study aims to determine the effect of implementing the Problem-Based Learning (PBL) model in learning aqidah and akhlak at MAN IC Bengkulu Tengah and its impact on students' religious moderation attitudes. By using this approach, it is hoped that students will be more active in the learning process, hone their moderation attitudes, and internalize moderate religious values. This study is not only academically relevant but also has significant practical implications in the world of education.

The research hypothesis is whether or not there is an influence and correlation in the implementation of the problem-based learning (PBL) model on students' religious moderation attitudes at MAN IC Bengkulu Tengah.

2.   RESEARCH METHOD

This study uses a quantitative research method, namely to see the influence of students' religious moderation attitudes through the application of the problem-based learning (PBL) model. The research instrument used was a questionnaire consisting of two parts, namely: 1) a scale of various moderation attitudes; and 2) a questionnaire of responses to the learning model. This questionnaire was filled out on a Google Form with an assessment on a scale of 1–5. This method allows detailed exploration of the processes, experiences, and changes that occur in students related to moderate religious values. This study aims to determine the effect of implementing the Problem-Based Learning (PBL) model in learning aqidah and akhlak at MAN IC Bengkulu Tengah and its impact on students' religious moderation attitudes. By using this approach, it is hoped that students will be more active in the learning process, hone their moderation attitudes, and internalize moderate religious values. This study is not only academically relevant but also has significant practical implications in the world of education. The research hypothesis is whether or not there is an influence and correlation in the implementation of the problem-based learning (PBL) model on students' religious moderation attitudes at MAN IC Bengkulu Tengah.

Research design is a guideline in conducting the research process including determining instruments in collecting data, determining samples, collecting data and analyzing data [12]. So the influence can be described in figure 2.
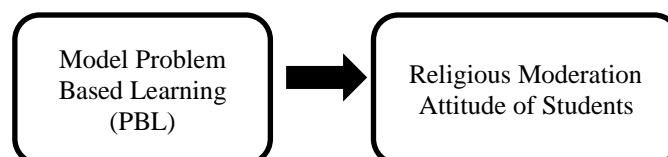

Figure 2. Research Design

The primary data source in this study is observation. While secondary data sources are in the form of questionnaires and supporting sources in the form of books and journals related to the problems in the study. Data collection techniques are carried out in three ways, namely observation, interviews, and documentation. The data analysis technique in this study was carried out in three stages, namely data reduction, data presentation, and conclusions [13].

Data analysis is a process of finding and compiling data by organizing data and choosing which is important and which will be studied. Then examine the selected data and make conclusions so that it is easy to understand by yourself and others [7]. The data analysis used by the author in this study is the Spearman Rank correlation analysis, namely correlating independent variables with unstandardized residual values. The test used uses a significance level of 0.05 with a two-way test [14].

3.   RESULTS AND DICUSSION

In this study, the data collected were data from questionnaires and data from questionnaires on students' religious moderation attitudes. Furthermore, to achieve the research objectives, the data obtained were analyzed using simple regression analysis techniques. The data collected in this study also came from the value of the questionnaire filling assignment regarding the PBL model as the independent variable (X) and the questionnaire for students' religious moderation attitudes as the dependent variable (Y). Data on the learning outcomes of the subject of aqidah akhlak and data from the student behavior questionnaire.

Table 1. Data on the Results of the Learning Model Questionnaire (X) and Data on the Student Moderation Attitude Questionnaire (Y)

Student Code	Class	X	Y
R1	XI 1	85	9
R2	XI 1	93	98
R3	XI 1	86	99
R4	XI 1	85	82
R5	XI 1	93	81
R6	XI 1	90	99
R7	XI 1	88	91
R8	XI 1	94	93
R9	XI 1	84	90
R10	XI 1	95	91
R11	XI 1	95	86
R12	XI 1	95	87
R13	XI 1	90	94
R14	XI 1	89	95
R15	XI 1	93	95
R16	XI 2	88	98
R17	XI 2	91	97
R18	XI 2	83	98
R19	XI 2	92	81
R20	XI 2	94	81
R21	XI 2	94	99
R22	XI 2	89	91
R23	XI 2	92	93
R24	XI 2	94	90
R25	XI 2	84	92
R26	XI 2	95	87
R27	XI 2	95	88
R28	XI 2	90	95
R29	XI 2	89	95
R30	XI 2	93	95
Rata-rata		91	92

Based on Table 1, the results show that the performance of students in grades XI 1 and XI 2 is quite good. The average score for variable X is 91, while the average score for variable Y is 92, indicating that overall students have slightly higher performance on variable Y compared to X. In the analysis per class, it appears that the scores of students in both classes are relatively even, with some students achieving maximum scores close to 100 on both variables X and Y. This indicates that students in both classes have good academic potential and relatively balanced abilities between variables X and Y. Further evaluation is needed to identify factors that support students' success in obtaining high scores, as well as to address challenges that may be faced by students with below-average scores.

Data Correlation Analysis

This study took data using a questionnaire to measure the correlation between the PBL model and students' religious moderation attitudes.

<center>Tabel 2. Correlation of Variables</center>

		Attitude	Motivation
PBL	Pearson Correlation	1	-.382**
	Sig. (2-tailed)		0.037
	N	30	30
Religious Moderation	Pearson Correlation	-.382**	1
	Sig. (2-tailed)	0.037	-
	N	30	30

The criteria for assessing the strength of the relationship between two variables based on the correlation coefficient value can be explained as follows: A very weak relationship is indicated by a correlation coefficient value between 0.00 and 0.25, indicating that the relationship between the two variables is almost insignificant. A sufficient relationship occurs when the coefficient value is in the range of 0.26 to 0.50, indicating a moderate but not too strong relationship. Meanwhile, a perfect relationship can be found at a coefficient value of 0.51 to 0.75, where the two variables have a very strong relationship but have not yet reached perfection. A very strong relationship is seen at a coefficient value of 0.76 to 0.99, indicating an almost perfect relationship between the variables. Finally, if the correlation coefficient value reaches 1.00, then the relationship between the variables is said to be perfect, meaning that changes in one variable are fully proportional to changes in the other variable. The criteria for determining the relationship between two variables are based on the significance value. If the significance value is less than 0.05, then there is a significant correlation or relationship between the variables. Conversely, if the sig value > 0.05, then there is no significant relationship. In the analyzed output, the significance value (*2-tailed*) is 0.037 (0.037 < 0.05). Since this value is smaller than 0.05, it can be concluded that there is a significant relationship between variable X and variable Y. This shows that changes in variable X have a meaningful relationship with changes in variable Y.

Moderation Attitude Indicator Analysis Chart

Based on the results of the analysis of four indicators of religious moderation attitudes in the learning of religious beliefs and morals for class XI at MAN IC Bengkulu Tengah, it can be seen in Figure 4.
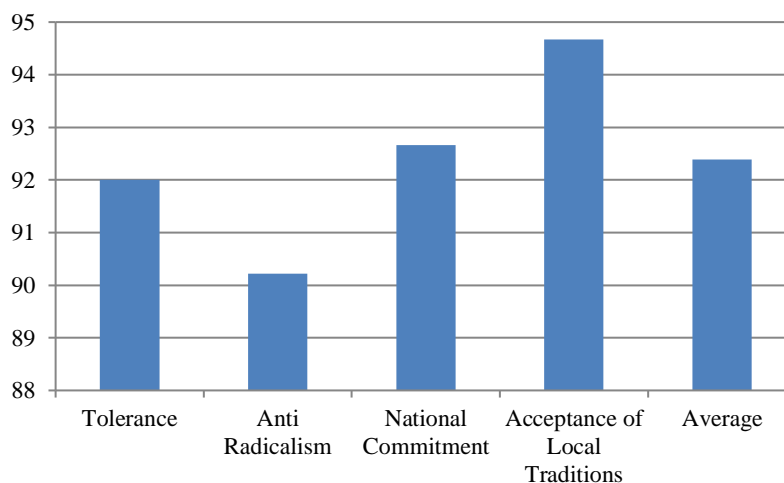

<center>Figure 3. Indicators of Religious Moderation Attitudes</center>

Figure 4 shows the results of measuring students' religious moderation attitudes based on four indicators. From the graph, it can be seen that the indicator of acceptance of local traditions has the highest value, which is 94%, indicating that students have a strong appreciation for local traditions as part of religious diversity. Furthermore, the indicators of tolerance and national commitment also have relatively high values, around 92% and 93%, respectively, indicating that students show a positive attitude in appreciating differences and having a sense of love for the nation. Although in the anti-radicalism indicator, the resulting value is lower than the other indicators, which is below 90%. This shows that although students have a good attitude of moderation in general, there is still room for strengthening in instilling an anti-radicalism attitude, which is important to protect students from the influence of extremist ideology. In a religious context, religious radicalism can be interpreted as fanaticism towards an opinion so that they reject the opinions of others, close the door to dialogue, and easily accuse groups that have different views from themselves or their group of being infidels [15].

Overall, the average attitude of religious moderation of students is at a good figure of 92%, reflecting that the majority of students have a moderate attitude in religion. This result provides an illustration that although the attitude of religious moderation of students is quite good, aspects related to resistance to radicalism need special attention in the development of curriculum or educational programs that are oriented towards strengthening religious moderation, especially in educational environments such as MAN IC Bengkulu Tengah.

Values of Religious Moderation in Learning Moral Creeds

Moderation comes from the word moderate, which is an adjective from the word moderation, which means not excessive, moderate (middle). In the context of the Indonesian language, the word is absorbed into moderation, which in the Big Indonesian Dictionary is interpreted as an effort to reduce forms of violence or avoid extremism. Therefore, when the word moderation is juxtaposed with the word religion (religious moderation), it will lead to the meaning of an attitude to minimize violence or avoid extremism in religious practices [16]. The definition of religious moderation is a middle attitude, namely not tending to be liberal or extreme. Continued by [17] and [18], religious moderation is a perspective, attitude, and behavior that always takes a position in the middle, always acts fairly, and is diligent in religion. The understanding of religious moderation according to Mr. Komari, S.S., as the Head of the Madrasah is as follows: "Religious moderation can be said to be tawasuth, yes. Tawasuth does not mean justifying everything. Tawasuth means being in the middle. So it does not tend to be just one thing. Islam has many schools of thought, so we should not lead children to just one thing. The point is, we must not be too fanatical." In 2019, the Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) formulated four indicators that can be an approach to identifying moderate religious social attitudes and understandings in life in Indonesia, including national commitment, tolerance, anti-radicalism, and accommodating or accepting local wisdom [19].

Religious moderation is important to create harmony in a pluralistic society. By being wasathiyah, Muslims can be role models in maintaining peace and harmony. The principles of moderation include: a. balance between rights and obligations; b. tolerance of differences in religion, culture, and opinion; and c. commitment to universal human values.

Implementation of Problem Based Learning (PBL) in Learning Aqidah Akhlak

The results of observations related to the influence of the PBL model on learning aqidah and akhlak show that the application of Problem Based Learning (PBL) in learning aqidah and akhlak has a positive impact on students of MAN IC Bengkulu Tengah. This PBL is able to improve students' understanding in depth, motivate them to think critically, and encourage active participation in the learning process. In addition, PBL has also proven to be good with a level of 90% effectiveness in developing students' abilities in discussing, solving problems, and applying moral values in everyday life. In line with the theory of constructivism that learning using PBL and centering on building students' knowledge through active experiences can improve understanding and application of concepts. PBL creates a collaborative environment where students work together to solve problems [20]; [21]. Students become more independent, open to differences of opinion, and have a greater sense of responsibility in learning. Overall, the implementation of the PBL method not only improves the quality of learning about faith and morals, but also strengthens students' religious moderation attitudes through a more relevant understanding of their life context (can be seen in Figure 4). The series of learning in class is carried out using teaching modules as learning plans. The teaching module used for class XI carries the theme of understanding Wasathiyah Islam as a form of religious moderation. The expected initial competency is that students are able to understand the basic concepts of Islamic teachings which are rahmatan lil alamin and show an attitude of tolerance towards differences. The learning objective is that students are able to analyze the understanding of Wasathiyah Islam as an effort to form an attitude of religious moderation in faith and muamalah to realize harmony in the life of a diverse nation and state. The learning carried out emphasizes the importance of tolerance towards differences and rejection of extremism, as an effort to build a peaceful and harmonious society in diversity. Through the problem-based learning (PBL) model, students are invited to analyze conflicts due to a lack of religious moderation and find solutions based on the principles of Wasathiyah Islam. This learning is enriched with group discussions, case analysis, and presentations to strengthen their understanding of religious moderation. The principles promoted include the balance of rights and obligations, tolerance, and commitment to universal human values, which are relevant in building harmony in a pluralistic society.

Learning activities begin with an introduction. The teacher greets students and begins with a prayer. The teacher plays a short video about Wasathiyah Islam. The teacher conveys the learning objectives and asks provocative questions. In the core stage of learning, the teacher divides students into groups to identify cases of conflict due to a lack of religious moderation, then students conduct independent investigations by searching for information about Wasathiyah Islam through books and the internet. Furthermore, each group analyzes the case and seeks a solution based on the principles of Wasathiyah Islam, which are then presented in a class forum. In

the closing stage, the teacher provides reinforcement of the material and appreciation for the students' efforts, followed by reflection by students on the importance of a moderate attitude in everyday life.

Activities after using the module include students being asked to fill out a questionnaire to measure their moderate religious attitudes. Measurement of students' moderate religious attitudes showed that 94% were in the very good category in understanding and applying the principles of moderate religion. This can be seen from the positive responses to key statements, such as respecting religious differences, supporting interfaith dialogue, not imposing beliefs on others, and avoiding extreme attitudes in religion. In addition, students also showed openness to different views, respecting the religious traditions of others, and supporting harmony in living in diversity. These findings indicate the success of a learning approach that emphasizes religious moderation in forming students' attitudes that are tolerant, inclusive, and harmonious in accordance with the values of diversity.

4. CONCLUSION

The findings of this study demonstrate a significant relationship between the implementation of the problem-based learning (PBL) model and students' religious moderation attitudes, with a sig. (2-tailed) value of 0.037 < 0.05. This indicates that the PBL model positively influences students' ability to adopt moderate religious attitudes. The data also reveals that 92% of students exhibit good levels of religious moderation, highlighting their capacity to approach religious diversity with tolerance and understanding. However, the study also identifies areas requiring attention, particularly in addressing aspects of resistance to radicalism.

These findings underscore the importance of incorporating PBL into educational frameworks to nurture students' religious moderation attitudes effectively. Educational institutions, particularly in contexts such as MAN IC Bengkulu Tengah, can leverage PBL to foster critical thinking and empathy, which are crucial for promoting tolerance and countering radicalism. Moreover, integrating religious moderation into the curriculum should include practical and contextual strategies that address students' sociocultural realities. Future research should explore the long-term impact of PBL on students' religious attitudes and behaviors, as well as its effectiveness across diverse cultural and educational contexts. Additionally, developing teacher training programs focused on implementing PBL to strengthen religious moderation can enhance the effectiveness of this approach. By addressing both curriculum design and educator preparedness, schools can create an educational environment that not only supports academic achievement but also fosters inclusive and moderate attitudes, contributing to a more harmonious society.

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