IMPLEMENTATION OF THE PROBLEM-BASED LEARNING APPROACH IN IMPROVING THE QUALITY OF HINDU RELIGIOUS LEARNING

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Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi pendekatan problem based learning dalam meningkatkan mutu pembelajaran Agama Hindu, terutama pada SMA. Kegiatan pembelajaran yang kurang efektif dan efisien serta cenderung monoton yang diterapkan oleh pendidik menggunakan metode konvensional saja dalam proses pembelajaran. Peserta didik hanya menerima materi pembelajaran yang diberikan oleh pendidik, sehingga peserta didik pasif dalam kegiatan pembelajaran dan kesulitan dalam memecahkan suatu masalah. Hal ini menyembabkan hasil belajar yang didapat kurang memuaskan. Dalam hal ini pendidik harus memilih pendekatan pembelajaran yang tepat pada proses pembelajaran agar peserta didik aktif dan ikut serta dalam memecahkan suatu permasalahan yang ada. Implementasi pendekatan problem based learning pada proses pembelajaran agama Hindu merupakan salah satu upaya yang inovatif dan mampu memberikan kondisi belajar efektif dan aktif, yang melibatkan peserta didik dan pendidik untuk memecahkan masalah bersama – sama. Para peserta didik harus mampu mempelajari dan dapat memecahkan suatu masalah sekaligus memiliki ketrampilan untuk memecahkan masalah yang terlibat di berbagai situasi seperti di kehidupan nyata.

Kata Kunci: Pendekatan Pembelajaran; Problem Based Learning.

Abstract

This study aimed to determine the implementation of the problem-based learning approach in improving the quality of Hindu religious learning, especially in high school. Less effective and efficient learning activities that tend to be monotonous were applied by educators only using conventional methods in the learning process. Students only receive learning material provided by educators, thus students were passive in learning activities and difficult in solving a problem. This resulted in unsatisfactory learning outcomes. In this case, educators must choose the right learning approach in the learning process, thus students are active and participate in solving an existing problem. The implementation of the problem-based learning approach in the Hindu religious learning process is an innovative effort and cause effective and active learning that involves students and educators solving problems together. Students must be able to learn and solve a problem as well as have the skills to solve problems involved in various situations, such as in real life.

Keywords: Learning Approach, Problem-Based Learning

INTRODUCTION

Education is a very important thing in life. Through the educational process, students will be educated and shape according to their expertise. Education is said to be successful if the goals of education can be achieved. The purpose of education is to change the mindset of students and instill noble morals in these students. To achieve this goal, a process is required, namely the learning process (Desriyanti, & Lazulva, 2016).

Education is an essential activity for every individual, in which everyone has the right to get an education for their future interests. However, there are still many shortcomings and weaknesses of education in Indonesia, which need to be immediately addressed to increase human resources who are expected to be able to compete in this millennial era. Education is all activities carried out by humans, so education is very important for this life.

The success and improvement of education qualities are the goals and ideals of the Indonesian. The globalization era that happened in this world nowadays requires superior and reliable human resources. Superior and reliable resources can not only compete with other countries but also can get the country out of the crisis. Quality resources are created through the quality of education obtained in schools. The characteristics of quality human resources are independence, hard-working character, diligence in learning, respect for time, never give up, and always be proactive in finding solutions to the problems faced. Education obtained through schools is expected can create quality human resources because schools are places to humanize people. In other words, school is a place to transfer values, knowledge, and skills aimed at producing intelligent, quality, skilled, virtuous people and upholding religious teachings (Isjoni, 2007).

In the Law of the Republic of Indonesia No. 20 of 2003 Article 1 explains that "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state."

According to Handayani, Karyasa & Suardana (2015), the basic of the current implementation of education in Indonesia is the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The law states that National Education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of developing the intellectual life of the nation. It aims to develop the students' potential to become human beings who are faithful and devoted to God Almighty that has a noble character, healthy, knowledgeable, creative, independent, and responsible.

Through the explanation above, it can be seen that education is a process of changing individual or group behavior through teaching, training, and educational methods. Education can be said to have quality in the learning process which is influenced by several factors, namely educators/teachers, students, material, learning methods, infrastructure, and adequate funds. Besides, learning interest also affects the learning process. Learning interest is a person's preference, interest, attention, and involvement in the learning process, then it is shown by his activeness in the learning process. Handayani, Karyasa & Suardana (2015) state that the learning paradigm must be changed from knowledge transfer to students learning and compiling their knowledge. A paradigm shift requires teachers to have creativity and innovation in planning and implementing learning, thus science as a product and process appears in learning activities.

To increase student interest in learning, an educator must be able to manage a creative and innovative learning process that can make the learning process fun and make students actively participate in the learning process. Therefore, educators are required to be creative and innovative in making subject matter so that it can attract students' interest in learning and it is hoped that the material presented can be understood by students and later can be applied in their lives called the learning approach.

One learning approach that can be applied by educators in the learning process is Problem Based Learning (PBL). It is one of innovative learning and can provide conditions for effective and active learning, which involves students and educators solving problems together. Students must be able to learn and solve a problem as well as have the skills to solve problems involved in various situations, such as in real life. Teachers and their teaching methods including the learning model used will affect the increase in students' conceptual understanding and scientific attitudes. Problem-based learning (PBL) is a learning model based on a constructivist understanding that accommodates the involvement of students in learning and authentic problem solving (Arends, 1997).

One alternative is learning with the PBL model. The PBL model uses a constructivist approach where learning is centered on students, thus it can make them play an active role in learning. The PBL model also trains students to be able to analyze and solve a problem even though their ability levels vary (Fauzan, Gani & Syukri, 2017). Firmansyah, Kosim & Ayub (2015) said that PBL is a learning model that provides students with opportunities to explore authentic experiences to encourage them to actively learn, construct knowledge, and scientifically integrate learning contexts at school and in real life. Students are not just listening, take notes, and memorize the material presented by the teacher, but are expected to be able to think, search, process data, and communicate in the learning process.

Susilo (2012) states that the PBL learning model can only occur if the teacher can create an open classroom environment and guide the exchange of ideas. The role of the teacher is as a stimulant, guiding student activities, and determining the direction of learning, namely a pattern or conceptual framework that contains systematic procedures for organizing learning activities to achieve learning objectives. Meanwhile, Sastrawati & Rusdi (2011) states that the PBL model of learning made changes in the learning process, especially the role of the teacher. The teacher does not just stand in front of the class and act as a student guide in solving problems by providing ready-made settlement steps. In the PBL model, the teacher is required to facilitate discussions, ask questions, and help students to become more aware of the learning process.

This Problem Based Learning model is suitable to be applied in high schools because at that level students can analyze an existing problem and this learning can develop higher-order thinking skills, especially in learning Hinduism.

METHODS

The term "Method" comes from the Latin "*Methodos*" which consists of the word "Meta" which means through, towards, following, or after, and "*Hodos*" which means the way or direction. Thus, the method is a scientific way of obtaining data with the aim that it can be proven, described, developed, and found a knowledge, theory of action, and certain products so that they can be used to understand, solve and anticipate problems in human life (Sugiyono, 2013: 22). Meanwhile, research can be defined as a process of analyzing and collecting data that is carried out logically and systematically to achieve certain goals. Analysis and data collection are carried out using scientific methods, whether qualitative or quantitative, interactive or non-interactive, experimental or non-experimental depending on the research objectives and the results to be known or achieved (Suyitno, 2018: 2). Related to research on the implementation of the Problem Based Learning Approach in high school students, it was classified into qualitative research. Staruss and Corbin (2007: 1) state that qualitative research is research that can be used to examine people's lives, history, behavior, organizational functionalization, social movements, or kinship relationships. Qualitative research tends to apply analysis with an inductive and descriptive approach. Through this qualitative research, it is possible to gain an understanding of reality through an inductive thought process.

RESULTS AND DISCUSSIONS

1. Learning Approach

The term "approach" implies a general pattern of activities that are planned to be able to carry out an activity. In carrying out an activity, we need an approach to achieve the expected goals. "Marketing Approach" is known in the business world, "War Approach" is known in the world of war or the military, and "Learning Approach" is known in the world of education. Related to the process of learning activities, the term approach means a general pattern that has been determined by a teacher in carrying out the process of learning activities to be carried out. Thus, the approach is a pattern that has been determined and planned for carrying out an activity or action. In determining the approach, it must be determined what a teacher or educator will do and what students or students will do. While in the strategy includes activity objectives, core activities, activity processes, activity support facilities, and who is involved in these activities to achieve learning objectives.

Meanwhile, learning is the provision of an environmental system that results in the learning process in students. There are planning, methods, media, approaches, materials, objects, subjects, and interactions in the learning. Learning is an educator's effort to help students in the process of learning activities, where students do not carry out learning activities alone but learn with educators by acting and thinking about and in the world of their life. Thus, the learning approach can be understood as methods or a set of methods that are used and carried out by an educator and students to make a change in behavior or attitude. Therefore, one of the things that must be considered is what methods and techniques are appropriate to be used or applied to achieve the goals to be achieved.

2. Problem Based Learning

Problem Based Learning is learning that begins with solving a problem but students need new knowledge to be able to solve it. Problem Based Learning helps teachers to create an atmosphere or learning environment that starts with a problem that is relevant and important (related) to students. With this learning, students will not only get with abstract concepts but also the ability to apply the concepts they receive in a realistic (real) environment around them. PBL is a learning model that can provide a learning environment that supports critical thinking. PBL is based on a confusing problematic situation. These problems will arouse students' curiosity, thus students will be interested in investigating the problem. When students carry out an investigation, students use the critical thinking stage to investigate problems, analyze based on evidence, and make decisions based on the results of the investigation, this can increase students' mental activity (Nafiah & Suyanto, 2014).

Problem Based Learning is one of the innovative learnings and can provide effective and active learning conditions, which involves students and educators solving problems together. Students must be able to learn and solve a problem as well as have the skills to solve problems involved in various situations, such as in real life. PBL is a learning model that requires students' mental activity to understand a learning concept through the situations and problems presented at the beginning of the lesson. It aims to train students to solve problems using a problem-solving approach. Problem-solving is related to the ability to think critically because critical thinking is a process used when generating (bringing up) a new idea by combining previously carried out ideas (Kono, Mamu & Tangge, 2016).

The Problem Based Learning approach is a series of learning activities, which means that the learning process expects students not only to take notes and memorize the subject matter but with a problem-based learning approach, students actively think, seek, communicate and process data and finally conclude. Learning activities are directed to solve a problem faced. This problem based learning where the problem is the keyword of the learning process. Where the problem solving is done using a scientific thinking approach, which means deductive and inductive thinking processes. This thinking process is carried out systematically, which means

thinking scientifically through certain stages, and empirical thinking, which means that the process of solving problems is based on facts and clear or obtained data.

Arends describes the components of Problem Based Learning, namely as follows.

a. Authentic Problems

Problem Based Learning organizes a real problem that is socially important and useful for students.

b. Interdisciplinary Focus

Students learn to think using various scientific perspectives and learn to think structurally.

c. Authentic Observation

To find a real solution, students are expected can establish, collect, analyze, develop hypotheses, make predictions, carry out experiments, make inferences, and draw conclusions about the problem.

d. Product

Students are expected can make products from their observations, where the product can be in the form of paper that is demonstrated and described to others.

e. Collaboration

Collaboration can encourage a joint investigation and dialogue to develop the social and thinking skills of students.

The advantages of PBL, namely students will get used to facing problems and feel challenged to solve problems, foster social solidarity, familiarizes teachers with students, familiarizes students with applying experimental methods because there is a possibility that a problem must be solved by students through experiments (Sari, Budijanto & Amirrudin, 2017).

Problem Based Learning is learning that emphasizes the problem-solving process. In implementing Problem Based Learning, educators need to choose material or learning materials that have a problem that can be solved. Problem Based Learning can be applied in class if:

a. Educators aim that students not only listen, memorize, and record the subject matter, but can understand the subject matter.

b. Educators want students can solve a problem, thus it can increase the intellectual abilities of students.

c. Educators want students to be responsible for the learning process.

d. Educators want students can relate the theory they get and learn during learning with the realities they face in the outside environment.

e. Educators intend to develop the students' abilities in analyzing a situation, implementing knowledge, being able to recognize opinions and facts, and developing students' ability to do assignments objectively.

Problem Based Learning is a learning environment in which it uses a problem in the learning process. Before using the Problem Based Learning approach in the learning process, students learn a thing or a problem, where students can identify a problem, both the problem they face in real terms and study the case. The problem is posed by students in such a way that students can find the learning needs they need and students can solve these problems. The steps in Problem Based Learning are as follows.

a. Awareness of a Problem

With an awareness of a problem to be solved. In this case, educators guide students to be able to determine or identify gaps that are felt by humans and the social environment.

b. Problems Formulation

Problems formulation relates to the causes for the occurrence of the problem. With similarity and clarity of perceptions about the problem and related to the data obtained, students are expected can determine priority problems.

c. Hypothesis Formulation

Students are expected can determine the cause and effect of the problem to be solved and to determine various possible solutions to the problem according to their knowledge.

d. Collecting Data

Students look for and collect data relevant to the problem. Students are expected can collect data, mapping, and study these problems.

e. Hypothesis Testing

Students are expected to have an understanding of discussing a problem to be able to see the relationship with the problem being tested.

f. Determine Settlement Options

Students can determine recommendations or problem decision choices that can be made in accordance with the formulation of the test results

With the steps of the Problem Based Learning approach, it is expected that students can solve and understand the problems raised in the learning process. The assessment procedure for the Problem Based Learning approach is adjusted to the learning objectives to be achieved and the most important thing for educators is to obtain reliable and valid assessment information. PBL learning involves students working on a project that is useful for solving community or environmental problems. Students are trained to analyze problems, then carry out exploration, collect information, interpretations, and assessments in working on projects related to the problems being studied.

The evaluation procedure for the Problem Based Learning approach is not enough to just hold a written test, but it must also be done in the form of rating scales, checklists, and performance. For evaluation in the form of performance (ability) is used to measure group work, where evaluation must be able to produce a definition of a new problem, diagnose it and start over with a new solution process.

PBL is a learning model that can encourage students to actively think more deeply when students learn something or are given a problem. The learning process should be able to present the phenomena that occur around students, real and meaningful problems that challenge students to solve it (Putra & Bektiarso, 2017). Thus, students can gain real knowledge and experience and it will encourage students' motivation during the learning process. Relevant and contextual, materials, where the implementation of the Problem Based Learning approach also develops thinking at a higher level, which means that it is not only limited to increasing knowledge but can develop the abilities and attitudes of students in overcoming a problem. Problem Based Learning also provides provisions for students on how to learn to solve and understand problems.

As a learning approach, Problem Based Learning has disadvantages, namely as follows.

a. When students do not have an interest or a belief that the problem being studied is difficult to solve, students will feel reluctant to try it.

b. The success of this learning approach through Problem Based Learning requires sufficient time for preparation.

c. Students without understanding why they are trying to solve a problem being studied, students will not learn what they want to learn.

Besides the disadvantages, there are advantages of the Problem Based Learning approach, namely as follows.

a. Problem Based Learning is a good learning approach to better understand learning content.

b. Problem Based Learning can challenge students' thinking skills and can provide satisfaction in determining new knowledge for students.

c. Through the Problem Based Learning approach, it can increase the learning activities of students.

d. Problem Based Learning can help students to develop knowledge and students can be responsible for the learning they learn.

e. Problem Based Learning can help students on how to transfer their knowledge to understand problems in real life.

f. Problem Based Learning can develop students' ability to think at high levels (critically) and can develop their abilities to be able to adapt to their new knowledge.

g. Problem Based Learning is considered more fun and liked by students because the learning process is more relevant.

h. Problem Based Learning can develop students' interest in learning

i. Problem Based Learning provides opportunities for students to be able to apply their knowledge in the real world.

From the description above, it can be seen that the Problem Based Learning approach begins with an awareness of the problems to be solved. At this stage, educators guide students to be sensitive to the existence of a gap that is felt by humans and the social environment, thus students can capture or determine gaps that occur from various existing phenomena.

3. Implementation of Problem Based Learning Approach in Hindu Religious Learning

Learning is an activity in process and a very fundamental element in every level of education. It means that the success or failure of achieving the goals of education depends on how the learning process is experienced by students whether studying at home or school. To get maximum results in the learning process, educators must pay attention to the things that make the learning process successful. One of them is the applied learning approach during the learning process.

One of the learning approaches that educators can use in the learning process is the Problem Based Learning approach, where this learning invites students to be able to understand and solve a problem or gaps that occur. Seeing from the steps, procedures, advantages, and gaps of the current world of education, this learning approach is very suitable for the realm of education at the high school level. High school students can analyze a problem or gap that exists and this learning develops a lot of higher-order thinking skills and gets more real knowledge and experience, thus it can be implemented in their lives. Thus, if Problem Based Learning can be implemented properly, the goals of education will be achieved and successful.

According to Wulandari & Juliawan (2018), Hindu religious learning is required in shaping student personality. With the Hindu religious learning given to students, it is hoped that they will get a balance between body and spirit. Because if students have been equipped with Hindu religious learning as a whole, they will be able to face the challenges of the times, which in this case is the rapid advancement of technology and global influence in modern people's lives. In the implementation of the Hindu religious learning process, there are still many inhibiting factors. This obstacle occurs because there is a gap between the desired goals and the reality, therefore the mental changes of students are still not optimal.

This is because from the beginning, students look at chemistry as difficult to understand and the coverage of the material is too much in a short time. These difficulties can have a negative impact on students' understanding of various chemical concepts. Mastery of the process in science learning requires a scientific attitude that is included in a relationship called science process skills. Science process skills are skills that can activate, develop curiosity, responsibility, independent learning, assist students in conducting research, and other process abilities. In this case, the process is the interaction of all components or elements of learning that are interconnected to achieve the goal, one indication of which is the success of students in dealing with problems in everyday life (Wardani, Widodo & Priyani, 2009). Students must be able to develop the knowledge they have, thus it raises a deep understanding of concepts. The application of science process skills in learning will obtain optimal learning outcomes (Damayanti & Mayasari, 2015).

PBL is learning that begins with solving a problem but students need new knowledge to be able to solve it. Problem Based Learning is innovative learning and can provide conditions

for effective and active learning, which involves students and educators solving problems together. Students must be able to learn and solve a problem as well as have the skills to solve problems involved in various situations, such as in real life. This problem based learning where the problem is the keyword of the learning process. Where the problem solving is done using a scientific thinking approach, which means deductive and inductive thinking processes. Problem Based Learning organizes a real problem that is socially important and useful for students.

Problem Based Learning is learning that emphasizes the problem-solving process. In implementing Problem Based Learning, educators need to choose material or learning materials that have a problem that can be solved. Problem Based Learning is a learning environment in which it uses a problem in the learning process. The problem is posed by students in such a way that students can find the learning needs they need and students can solve these problems. With an awareness of a problem to be solved. In this case, educators guide students to be able to determine or identify gaps that are felt by humans and the social environment. Students look for and collect data relevant to the problem. Students are expected can collect data, mapping, and study these problems. With the steps of the Problem Based Learning approach, it is expected that students can solve and understand the problems raised in the learning process.

The evaluation procedure for the Problem Based Learning approach is not enough to just hold a written test, but it must also be done in the form of rating scales, checklists, and performance. Thus, students can gain real knowledge and experience and it will encourage students' motivation during the learning process. Relevant and contextual, materials, where the implementation of the Problem Based Learning approach also develops thinking at a higher level, which means that it is not only limited to increasing knowledge but can develop the abilities and attitudes of students in overcoming a problem. Problem Based Learning also provides provisions for students on how to learn to solve and understand problems.

CONCLUSION

This Problem Based Learning approach begins with an awareness of the problems to be solved. Learning is an activity in process and a very fundamental element in every level of education. One of the learning approaches that educators can use in the learning process is the Problem Based Learning approach, where this learning invites students to be able to understand and solve a problem or gaps that occur. Thus, if Problem Based Learning can be implemented properly, the goals of education will be achieved and successful. Hindu religious learning given to students is expected to be able to improve students' mental changes because by providing Hindu religious learning to students, it is expected that besides being clever and skilled in praying, they can find out the meaning of religion itself. Learning Hinduism has a very broad purpose, namely to shape students' personalities and mental attitudes, foster faith in students, and as a control against negative student actions which can later harm students themselves. Mental change in students is an effort to build a positive perception of beliefs from various situations that arise that will be faced by students.

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