



INTEGRATION OF DISCUSSION METHODS AND MODELSPROBLEM BASED LEARNING ON LEARNING ISLAMIC RELIGIOUS EDUCATION IN SCHOOLS

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Abstrak

Penelitian ini bertujuan mendeskripsikan efektivitas penggabungan model Problem-Based Learning (PBL) dan metode diskusi dalam meningkatkan pemahaman peserta didik terhadap materi takdir muallaq dan takdir mubram. Pendekatan penelitian yang digunakan yaitu kualitatif PTK. Hasil penelitian menunjukkan bahwa PBL mampu menghadirkan situasi pembelajaran berbasis masalah yang menantang peserta didik untuk menelaah konsep ruang ikhtiar manusia dan ketetapan Allah secara lebih kritis. Sementara itu, metode diskusi memperkuat proses eksplorasi gagasan melalui tukar pendapat, klarifikasi konsep, serta peneguhan pemahaman teologis di antara peserta didik. Integrasi PBL dan diskusi menciptakan suasana belajar yang aktif, reflektif, dan investigatif sehingga pemahaman siswa terhadap takdir muallaq dan takdir mubram meningkat secara signifikan. Selain itu, penerapan kedua pendekatan tersebut mendorong tumbuhnya sikap percaya diri, kemampuan berpikir kritis, dan keterampilan memecahkan masalah dalam konteks kajian akidah. Temuan ini merekomendasikan bahwa perpaduan pembelajaran berbasis masalah dan dialog kelompok dapat menjadi inovasi pedagogis yang efektif untuk pembelajaran materi takdir yang bersifat abstrak dan membutuhkan penalaran mendalam

Kata kunci : Problem-Based Learning, Metode Diskusi, dan Pendidikan Agama Islam

Abstract

This study aims to describe the effectiveness of combining the Problem-Based Learning (PBL) model and discussion methods in improving students' understanding of the material on the fate of muallaq and the fate of mubram. The research approach used was qualitative CAR. The results showed that PBL was able to present a problem-based learning situation that challenged students to examine the concept of human endeavor and God's decree more critically. Meanwhile, the discussion method strengthened the process of exploring ideas through the exchange of opinions, clarification of concepts, and strengthening theological understanding among students. The integration of PBL and discussion created an active, reflective, and investigative learning atmosphere so that students' understanding of the fate of muallaq and the fate of mubram increased significantly. In addition, the application of both approaches encouraged the growth of self-confidence, critical thinking skills, and problem-solving skills in the context of the study of faith. These findings recommend that the combination of problem-based learning and group dialogue can be an effective pedagogical innovation for learning the material on fate, which is abstract and requires in-depth reasoning.

Keywords: Problem-Based Learning, Discussion Methods, and Islamic Religious Education

Introduction

Education plays a crucial role in developing students' intellectual, emotional, and creative abilities. Furthermore, education must foster critical and creative thinking skills in students so they can face the challenges around them. One learning model that can enhance students' critical thinking and problem-solving skills is Problem-Based Learning (PBL). This model focuses on solving real-life problems. With innovations in learning models, it is hoped that students can develop critical thinking and problem-solving skills effectively (Smpit & Jabbar, 2025).

In problem-based learning, students are given problems that can stimulate their understanding and confidence that they can solve the problem. Furthermore, problem-based learning strategies are open-ended, meaning the answer to a problem is uncertain. This allows students to explore, collect, and analyze data comprehensively. The goal is to solve the problem they face. This method allows students to improve their critical and creative skills by concentrating on real-world situations that require problem-solving. (Sidoarjo, 2024). To support learning effectiveness, a method that can improve student learning achievement in the material of fate muallaq and fate mubram is also needed, namely the student discussion method. By implementing this method, it is hoped that students will better understand the material and improve their learning achievement. This method is a form of teaching and learning where there is interaction between the teacher and students or students with other students. Discussions can be used in class groups or the whole class. Group discussions will be more beneficial for each group if they report their activities to the class as a whole. (Pada et al., 2021)

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and religious mindset. The concepts of qadha and qadar, as pillars of faith, require in-depth understanding so they are not only cognitively grasped but also internalized in everyday life. As a philosophy, Islamic education emphasizes a balance between knowledge, appreciation, and practice. Therefore, PAI learning must be designed to equip students with contextual and applicable understanding. The values of qadha and qadar have a philosophical dimension that teaches humans about self-limitation and the importance of relying on Allah. Through this understanding, students can develop an attitude of tawakkul (trust), patience, and persistence in facing life's challenges. (Article & Key, 2025). Everything that happens in human life for Muslims must always lead to "fate." However, this does not mean that all human actions are directly linked to fate. Humans have minds that can plan what they will do, humans also have energy that can be used to act. So far, fate has become synonymous with the concept of qadha and qadar in Islam. (Fatar & Abdullah, 2023) Belief in qadha and qadar is one of the main pillars of Islamic faith which explains that all events in the universe are in God's decree, both those that are definite and those that are still related to human effort. In Islamic theology studies, this concept is often explained through two forms of fate, namely fate mubram and fate muallaq. Takdir mubram is understood as God's decree that is permanent and unchangeable, while takdir muallaq relates to provisions that depend on human endeavor, prayer, and good deeds. Death, birth, sustenance, fate, marriage partner, happiness, and misfortune are determined according to Divine provisions that are never known by humans. Without knowledge of these decrees and provisions of God, we must compete to be pious and devout servants, and strive hard to achieve the highest ideal desired by every Muslim: becoming an inhabitant of Paradise. (Kerja, 2024)

Research methods

This study uses a qualitative approach with the type of classroom action research. A qualitative approach with the type of classroom action research is a study that explains the cause and effect of the treatment, while also explaining what happens when the treatment is given, and

explaining the entire process from the beginning (History, 2022) of giving the treatment to the impact of the treatment which focuses on increasing understanding of the concept of destiny and its examples through a combination of discussion methods and Problem Based Learning (PBL) learning models. Classroom Action Research (CAR) is a research method carried out by teachers or education personnel to improve learning practices in the classroom. CAR is a systematic and continuous process that involves a cycle of planning, action, observation and reflection. An important part of CAR is the reflection and evaluation strategy, which is used to analyze and evaluate data collected during the research. (Gusmaningsih et al., 2023)

A qualitative approach with the Classroom Action Research (CAR) type was chosen because the material on fate muallaq and fate mubram is an abstract concept that requires in-depth reasoning and gradual understanding. Through CAR, researchers can improve the learning process directly through the action cycle so that they can observe changes in students' understanding, mindsets, and attitudes towards the concept of fate in more depth. The qualitative CAR approach also allows researchers to assess the effectiveness of the Problem Based Learning (PBL) method and discussions in helping students understand the concept of fate more critically, reflectively, and applicatively. In addition, the qualitative CAR approach allows researchers to observe the learning dynamics directly so that every student's behavior, understanding, and response to this fate material can be analyzed in more depth. Data collection can also be done through observation, interviews, and direct interaction with students to obtain a more complete picture of the development of students' understanding with the presented fate material. Data analysis in qualitative research uses a technique developed by Miles and Huberman, known as the interactive data analysis method. Qualitative data analysis involves three stages: data reduction, data presentation, and conclusion drawing. (Spradley & Huberman, 2024) In this study, the researcher acted as the planner and implementer of the learning activities on destiny, while also acting as an observer, monitoring students' responses and understanding. The researcher was also tasked with collecting and analyzing data throughout the process. Through this role, the researcher is expected to be able to produce improvements in learning and enhance students' understanding of the concept of destiny more effectively.

Results and Discussion

The learning model is a procedure as a guideline for teachers to plan learning in the classroom in order to achieve a goal. (Tahsinia et al., 2022). The PBL learning model is effective in improving students' understanding of the concept of qadha and qadar. PBL encourages students to be active in the learning process and makes them more involved in solving problems that are relevant to their daily lives. In addition to improving cognitive test results, the application of the Problem Based Learning (PBL) learning model has a significant positive impact on changes in students' attitudes in understanding the concept of qadha and qadar. (Smpps & Nur, 2024) The learning model is a plan or pattern that can be used to form a curriculum (learning plan), so that teaching and learning activities are better. (Khoerunnisa et al., 2020) This learning model also strongly supports a student-focused approach, where the teacher's role is as a director, not as the only source of knowledge. (Nuraeni et al., 2025) several problems in the teaching and learning process in the classroom. The situation that occurs is passive learning, this is because the teacher only explains and students only listen to the explanation from the teacher without any direct student involvement in the learning. This can make students bored and unable to respond to the ongoing learning and interaction between teachers and students is very limited, so students cannot understand the material that has been taught and student learning achievement is low. Only students who have a high interest in learning and who sit in the front are active. In this case,

the cause of low student learning achievement is the learning model used by the teacher is still not appropriate. (Meureubo & Prima, n.d.)

One of the Islamic Religious Education (PAI) materials that students often fail to understand because it is presented passively is the topic of destiny, specifically the discussion of destiny muallaq and destiny mubram. This material is abstract and requires in-depth understanding, so if it is only delivered through a one-way lecture, students find it difficult to relate it to the realities of life. As a result, misconceptions about destiny easily arise, such as assuming that all destiny cannot be changed or that students have no role in determining their future. Thus, the material on destiny requires a more participatory learning model so that students are actively involved, able to discuss, analyze case examples, and understand the difference between destiny, which can still be changed through effort and prayer (muallaq), and destiny, which is God's unchangeable decree (mubram). The understanding of destiny also needs to be connected to the basic concept that destiny is the definite decree of Allah SWT, while human free will is the choice and effort made by humans within the limits of their abilities. Allah SWT created everything with purpose and wisdom. (Hariroh & Alif, n.d.) so that no event occurs without meaning. Every event in human life, including the various changes that occur, contains wisdom that can be used as a lesson. The integration of this concept of wisdom helps students understand that human endeavor still has an important role in the space of muallaq destiny, while mubram destiny is a form of God's decree that teaches an attitude of tawakkal and true acceptance. Strategies and learning models that teachers can use to optimize students' problem-solving abilities and improve student achievement include implementing Problem Based Learning (PBL) and Discussion methods based on student self-efficacy. The interaction between the application of Problem Based Learning and Discussion with students' self-efficacy towards students' problem-solving abilities is an internal factor that already exists within the students, so that when given treatment it can improve students' abilities in overcoming all obstacles within themselves.

The application of the Problem Based Learning learning model can improve students' problem-solving abilities, so that students can assess their own abilities in solving problems better because in this Problem Based Learning method students must find solutions and they will also be trained to solve problems, where the problems presented in the learning process reflect real problems faced in everyday life. The application of discussions in the learning process also provides students with the opportunity to build knowledge in a real context, where the main idea in the discussion is to provide students with the opportunity to investigate problems in the real world that will enable students to gain new knowledge, discussions provide students with the opportunity to explore their abilities in terms of critical thinking, problem solving, and also independent work. Therefore, improving students' problem-solving abilities is very important in order to achieve learning objectives well. (La & Mashiro, 2023). Islamic Religious Education (PAI) material that demands problem-solving skills and higher-order thinking activities is the material on destiny, specifically the discussion of the destiny muallaq and destiny mubram. This material is abstract in nature and often leads to misunderstandings when presented passively, so the Problem Based Learning approach and discussion are relevant to apply. By presenting various real-life cases related to the relationship between human endeavor and God's provisions, students can critically analyze the difference between destiny that can still be changed through effort and prayer (muallaq) and destiny that is absolute and cannot be changed (mubram). Problem-solving activities and group discussions also enable students to develop attitudes of tawakkal, optimism, and responsibility, so that they not only understand the concept of destiny theoretically but also internalize it in everyday life. Thus, the integration of PBL and discussion in the material on

destiny can improve conceptual understanding, analytical skills, and the formation of Islamic character in students.

Problem-Based Learning (PBL) has a number of significant benefits, especially in improving students' critical thinking skills. In an educational context, critical thinking skills are essential to help students analyze information, make decisions, and solve complex problems. Here are some of the main benefits of PBL in this context. (1) Improving Analytical Skills One of the main benefits of PBL is its ability to improve students' analytical skills. Through this approach, students are faced with real-life problems that require in-depth analysis to understand complex situations. By conducting analysis, students learn to recognize various aspects of a problem and find appropriate solutions based on existing data. (2) Developing Problem-Solving Skills PBL directly focuses on problem-solving, so students are trained to face and solve complex challenges. In the process, they learn to formulate appropriate questions, search for relevant information, and plan the steps needed to reach a solution. (3) Encouraging Critical and Creative Thinking PBL helps students develop critical and creative thinking skills simultaneously. In the learning process, students are not only expected to find one solution, but also to explore various alternatives. In this way, students are trained to think critically, consider multiple points of view, and create more creative solutions. (4) Improving Collaboration Skills PBL also places great emphasis on collaboration among students. In groups, students are encouraged to work together to find solutions to the problems they face. This not only improves students' social skills, but also strengthens their critical thinking skills. By collaborating, students learn to consider and value the opinions of others, which is an important part of critical thinking. (5) Encouraging Self-Reflection Reflection is an important component of PBL that helps students evaluate their learning process. After solving a problem, students are encouraged to reflect on the steps taken and the results achieved. By reflecting, students can learn from their experiences and identify ways to improve their critical thinking skills in the future. (6) Improving Learning Motivation PBL often increases students' motivation to learn. Because students are faced with real problems that are relevant to their lives, they feel more engaged in the learning process. When students are motivated, they tend to be more active and participate in the learning process, which in turn improves their critical thinking skills. (7) Preparing Students for the World of Work Critical thinking skills developed through PBL are invaluable in the world of work. Many companies seek employees who can think critically, solve problems, and work in teams. Thus, PBL not only provides academic benefits, but also prepares students for future success. (Teknologi et al., 2024).

Although the application of PBL provides many benefits, it cannot be denied that there are several challenges faced in its implementation. One of the biggest challenges is the lack of active participation from some students, which often becomes an obstacle to the success of PBL. Some students feel insecure or do not have sufficient skills to actively contribute to group discussions. The success of PBL depends heavily on the active participation of all students. Therefore, the role of the teacher as a facilitator is crucial in creating an environment that supports active participation and collaboration between students. (Inovasi et al., 2024) The Problem Based Learning (PBL) learning model focuses on developing students' thinking skills through direct involvement in the problem-solving process.

Through this model, students are given space to investigate, analyze, and solve authentic problems both individually and in groups. PBL does not emphasize the amount of material that must be delivered by the teacher, but rather emphasizes the development of critical thinking skills, creativity, and problem-solving skills. In addition, this model encourages students to actively build and expand their own knowledge, so that they are more independent, reflective, and able to apply concepts in real situations. (Fadholi & My, 2024). The steps of the Project Based

Learning (PjBL) model are, (1) Project Determination, students determine the theme/title of the product based on the project assignments distributed by the teacher. (2) Designing Project Completion Steps, students plan the stages in the product work activities starting from the first to the last task work along with their classification. This planning activity contains regulations for working on project assignments, determining activities that can support project assignments, combining various opportunities for working on project assignments, designing sources/materials/tools that can support project assignments, and collaboration between group members. (3) Preparation of Project Implementation Schedule, students with teacher guidance carry out planning of all activities that have been prepared and estimate the time period for working on the project. (4) Completion of Project with Teacher Facilities and Monitoring, at this stage the teacher must have the responsibility to monitor the activities carried out by students in working on project assignments, in the monitoring activity the teacher carries out assessments using a rubric that can summarize student activities in working on project assignments. (5) Preparation of Reports and Presentations/Publication of Project Results, the final results of the project are shown to other students and teachers, shown in the form of a performance in the form of learning products. (6) Evaluation of Project Process and Results, teachers and students at the end of learning carry out introspection of the activities and results of the project assignments that have been made. (Melinda & Zainil, 2020).

Model *Problem Based Learning* Problem-Based Learning (PBL) has several advantages that positively impact student learning processes and outcomes. Through PBL, learning activities become more meaningful because students are directly involved in solving authentic problems. In this process, students are encouraged to use existing knowledge or seek new knowledge needed to find solutions. PBL also allows students to integrate knowledge and skills simultaneously and then apply them in contexts relevant to real life. Furthermore, this model has been proven to improve critical thinking skills, foster initiative and independent learning, and facilitate students' understanding of learning concepts because they discover and construct these concepts independently. Another advantage is that PBL actively engages students in the problem-solving process, which requires the use of higher-order thinking skills. Students also experience direct benefits from learning because the problems they solve are related to real-life situations around them. Through this process, students become more independent, confident, and accustomed to dealing with various problems constructively. (Novelni & Sukma, 2021)

Conclusion

Based on the discussion above, it can be explained that the choice of learning model plays a crucial role in determining the success of the educational process. The Problem-Based Learning (PBL) model has shown high effectiveness in improving student understanding, especially in abstract Islamic Religious Education (PAI) material such as destiny. *hanging* And *mubram*. Through the use of authentic problems, group discussions, and analytical activities, students not only understand concepts theoretically but are also able to connect them to their life experiences and spiritual realities. PBL is able to overcome various obstacles to passive learning, such as low participation, minimal interaction, and lack of student response in class. With a learner-oriented approach, this model encourages the creation of a more active, collaborative, and valuable learning process. In addition to having a positive impact on cognitive achievement, PBL also contributes to improving attitudes, motivation, self-confidence, critical thinking skills, problem-solving skills, and the formation of Islamic character related to the understanding of destiny. By combining PBL with discussion methods, teachers can create a learning atmosphere that allows students to explore concepts more deeply, connect knowledge with experience, and practice

higher-order thinking skills that are highly needed in the modern era. Although its implementation has challenges, the teacher's role as an active and adaptive facilitator is crucial for student engagement and the success of the learning process. Thus, PBL functions not only as a learning model but also as a pedagogical approach that aligns with the demands of 21st-century education, namely fostering independence, creativity, the ability to collaborate, and readiness for real life. The application of PBL to the material of destiny is a relevant and effective solution to improve the quality of Islamic Religious Education learning.

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