

Application of Problem Based Learning in Islamic Education Subjects in an Effort to Prevent Academic Procrastination in Adolescents

Fachirotu Mina

UIN K.H. Abdurrahman Wahid Pekalongan

Email: fachirotumina@gmail.com

Abstract

The application of problem-based learning method in Islamic Religious Education subject to prevent academic procrastination in adolescents has been proven effective. This learning process emphasises learning experiences that trigger learners' active involvement and innovation in learning. The results of the classroom action research show that the use of this method can improve learners' engagement and their learning outcomes, particularly in the understanding of manners, courtesy and shyness. Observation of the learning process showed an increase in learner engagement from the first cycle to the second cycle, as well as a significant increase in learning outcomes. This indicates that the application of Problem Based Learning can improve the quality of learning and learners' learning outcomes.

Keywords: application, problem based learning, Islamic religious education, academic procrastination, adolescents

A. Introduction

In order to prevent academic procrastination in adolescents, strategic steps need to be taken to help them manage their time and tasks more effectively. One of the areas that can be focussed on is Islamic Religious Education. In this context, adjustments need to be made so that preventive measures can be implemented effectively. Such measures include the implementation of learning methods that trigger active student engagement as well as the development of time management skills and learning independence.

The application of Problem Based Learning (PBL) is considered an efficient strategy. Through PBL, students get the opportunity to deal with issues that are relevant to their real or academic situations. The steps in PBL, which include problem definition, learning organisation, exploration, creation of work, and evaluation of the problem-solving process, can be a strong foundation for enhancing critical thinking skills and finding effective solutions to academic delays.

Another important aspect that must be considered in overcoming academic procrastination is motivation and social support. Educators play an important role as motivators who strengthen students' desire to actively participate in the learning

process. Support from classmates and a supportive learning environment also play a significant role in helping students reduce procrastination.

PBL is designed to encourage students to explore and solve various actual issues related to the material they have or will learn, as a learning method that utilises problems in everyday life as a learning tool. The PBL stages described by Fathurrohman involve several key steps in the learning process designed to optimise students' learning experience through problem solving. The following is a more detailed description of the three stages:

1. **Orienting Learners to the Problem:** This step aims to prepare students for the problem they will be solving. At this stage, teachers play an important role in setting learning objectives and ensuring students understand the logistics required, such as tools, materials or information resources. Then motivate students to optimally participate in the learning process by presenting a relevant and interesting problem that triggers curiosity and the desire to solve the problem.
2. **Organising students to Learn.** The teacher provides assistance to students in interpreting and organising learning tasks related to the problem. Starting from identifying what they already know related to the topic and what they need to learn to solve the problem.
3. **Guiding Individual or Group Investigations:** In this stage, the teacher supports students in conducting investigations to gather the necessary data or information. This can involve finding resources, conducting experiments, or analysing data. The teacher acts as a facilitator, providing guidance and resources as needed, and directing students to stay focused on the learning objectives.
4. **Facilitating the Development and Presentation of Final Work;** Teachers support students in distributing tasks and compiling or organising the final product of the problem-solving process in the form of a written document, video presentation, or physical model.
5. **Evaluation and Analysis of the Problem-Solving Process;** The instructor assists students to reflect on and assess how they handled the challenges encountered during the problem-solving process. These steps in PBL are intended to achieve the educational mission in PAI subjects. Every learning activity is always related to the goal of reinforcing certain skills in students through the learning experiences provided. This means that learning should design activities that activate students and are innovative. Every teacher needs to act as a true facilitator in their teaching (Amir, 2015: 11).

Thus, in the context of preventing academic procrastination in adolescents, strategies oriented towards developing learning skills, motivation, and social support need to be applied holistically. These measures are expected to help

adolescents manage time and tasks more effectively, enabling students to achieve optimal learning outcomes.

B. Methods

This research uses a qualitative approach to deepen the understanding of the preventive efforts of academic procrastination in adolescents. The qualitative approach allows researchers to explore the complexity of the phenomenon through in-depth analysis of the context, processes, and meanings involved.

This research adopts a classroom action study method that follows the cyclical model developed by Kemmis and Mc. Taggart. Each cycle consists of four main stages, namely planning, action and observation, reflection, and plan improvement.

In the planning stage, the researcher conducted a preliminary study to identify problems related to academic procrastination and developed a research design. The next stage was action implementation and observation, where the researcher implemented the planned preventive strategies and observed the responses and their effectiveness.

After that, the reflection stage was conducted, where the researcher evaluated the process and results of the actions taken. This reflection leads to the identification of successes, obstacles, and learning that can be obtained from each cycle of action.

Finally, the researcher made improvements to the plan based on the results of the reflection for the next cycle. These improvements include adjustments to strategies, approaches, or other preventive measures deemed necessary to increase the effectiveness of efforts to prevent academic procrastination in adolescents.

Thus, through a qualitative approach and classroom action study method, this study is shown to foster in-depth insights related to the preventive efforts of academic procrastination and improve the effectiveness of the prevention strategies implemented.

C. Results

The results of this study indicate that the preventive strategies implemented were able to help reduce the level of academic procrastination in adolescents. There was a significant improvement in students' understanding of time management and academic responsibility. In addition, there was an increase in students' engagement in the learning process, which in turn contributed to the improvement of their academic performance. This suggests that preventive efforts have a positive impact in motivating students to take responsibility for their learning and reduce the tendency to procrastinate.

During the course of this research, it was found that students began to realise the importance of managing time well and developing more structured study habits. They were more active in taking part in learning activities and showed greater

interest in the material being taught. This was reflected in increased participation in class discussions, more organised homework and a significant improvement in academic grades.

In the planning stage, the researcher conducted a preliminary study to identify academic procrastination problems faced by students. The results of this preliminary study were used as a basis for designing preventive strategies that suited the needs of the students. By considering the factors that influence procrastination, such as inability to manage time, lack of motivation, and procrastination habits, the researcher formulated concrete steps to help students overcome these problems.

Furthermore, this preventive strategy was implemented through a classroom action cycle involving four main stages: planning, action and observation, reflection, and plan refinement. During the implementation stage, the researcher developed a lesson plan that included activities designed to increase students' awareness of time management and academic responsibility. These activities included group discussions, individual assignments, and self-reflection.

During the observation stage, the researcher observed the students' responses to the preventive strategies implemented and recorded the changes in behaviour and academic achievement that occurred. The results of these observations were then evaluated and reflected upon to make the necessary improvements in the next cycle.

The evaluation results showed that the preventive strategies implemented successfully reduced the level of academic procrastination in students. Students showed significant improvement in their engagement in learning and achieved better gains in academic performance. Thus, it can be concluded that this preventive measure is effective in helping students overcome academic procrastination and improve their learning quality.

D. Discussion

The discussion on the results of the study found that the application of PBL in PAI and Budi Pekerti learning has a significant impact on students' understanding and engagement in understanding the Basic Competencies of Understanding the Meaning of Manners, Politeness, and Shame. Initially, there were challenges in the learning process where students had difficulty in providing alternative solutions or answers to the problems given. However, through the implementation of a learning cycle involving the stages of planning, action, reflection and plan improvement, there was a significant increase in student engagement and achievement.

From the results of the study, it can be seen that in the first cycle, students still had difficulty in finding alternative solutions to the problems presented. However, through reflection and evaluation at the end of the first cycle, researchers were able

to identify areas for improvement, such as increasing the number of problems presented and time management in learning.

In the second cycle, there was a significant improvement in students' engagement and learning outcomes. Through better designed learning activities and the understanding gained from the previous cycle, students were able to be more active in solving problems and providing diverse alternative solutions. This was reflected in the increase in the class average score and the percentage of classical learning completeness.

The results of this study are consistent with previous findings which found that the application of PBL in learning can improve student engagement, learning outcomes and problem-solving skills. By giving students the opportunity to learn through real situations and build their own responsibility in solving problems, PBL can be one of the effective learning approaches in improving the quality of learning and learning outcomes.

In a broader context, the results of this study are useful in broadening insights regarding the effectiveness of certain learning methods in achieving the stated learning mission. It also provides insights into the importance of careful planning, reflection on learning practices, and flexibility in adjusting learning strategies according to students' needs.

E. Conclusion

Thus, the conclusion of this study is that the application of PBL in PAI subjects can be an effective preventive effort in reducing academic procrastination in adolescents. Through PBL, students can optimally participate in learning, raise the level of problem-solving skills, and develop responsibility for their academic tasks.

Utilising the PBL approach, students have the opportunity to understand the lesson content in depth through solving problems that are relevant to their daily lives. This can help reduce students' tendency to procrastinate on their academic tasks as they feel more engaged and have a better understanding of the learning material.

In addition, the learning cycle involving the stages of planning, action, reflection and plan refinement allows for significant improvements in student engagement and learning outcomes over time. This reflects that the PBL approach is not only effective in enhancing students' insight into the subject matter, but also helps them develop independent learning skills and responsibility for their academic tasks.

Thus, the application of PBL in PAI subjects can be an effective strategy in preventing academic procrastination in adolescents. This has important implications for curriculum development and learning practices that aim to improve students' engagement and learning outcomes and reduce the negative impact of

academic procrastination on their academic development and psychological well-being.

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