

Implementation of Problem Based Learning Model in Social Engineering in Teaching Islamic Religious Education

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Abstract

In today's digital era, almost all activities and information can be easily shared through social media. However, unfortunately, the use of social media is often misused to spread slander, both for personal and group interests. It is also not uncommon for fake news (hoaxes) to be used to influence public opinion, which in turn can cause excitement, information uncertainty, and fear. This makes information easily spread and accepted by the community, including students. However, teachers have an important role to teach students to think critically and have the ability to solve problems in their lives so that students have the ability not to easily accept information from social media without checking first. This research aims to involve interaction between students and in-depth exploration of concepts. The data collection method used was a descriptive qualitative approach, which involved interviews, observations, and thorough documentation to students. The results obtained from this study were very active and able to develop critical thinking skills. While the weaknesses of PBL found in this study; learning steps that cannot be implemented in a short time. The implementation of PBL takes a long time, learning requires independent learning activities of each student, and sometimes there are still some students who rely on their group mates.

Keywords: problem based learning, social engineering, education

A. Introduction

This is a digital era where all activities are related to digital. Everything that is done is inseparable from social media. starting with print media, then electronic media with audio-visual advantages, until now there has been a huge change. If previously the media only functioned as a source of information and the information was distributed or published in one direction, now they are much more interactive. (Rulli, 2005) Due to technological advances that enable interaction in social media, people have become more active and are no longer just objects of information. Therefore, this reality is changing society, especially in terms of satisfaction with information.

The presence of increasingly varied social media provides changes in social life. What happens in the development of information and communication is so fast, both positive and negative. The phenomenon of social media is filled with negative content that often attacks certain groups or individuals. The content can be in the form of provocative statements, fake news (Hoax), hate speech, and issues related to race, religion, and group differences (SARA). (Al-Ayubbi, 2018).

With information spreading fast and being accessible to all levels of society, including those with low levels of knowledge or those who are educated. All of this shows the rapid technological progress in this phenomenon. However, this speed also makes it difficult to filter the news that is spread, some of which can even be classified as hoaxes. (Muhammad, 2021) It is important for students to have the ability to think critically, because with critical thinking, they can optimize the potential of their minds to solve various problems faced in everyday life. Critical thinking is also important for students' self-reflection so that students are accustomed to being trained to think.

According to (Cahyono, 2017)(Cahyono, 2017), new thinking is said to be critical when the thinker tries to carefully analyze arguments and problems, look for evidence and appropriate solutions, and produce solid conclusions to believe and do something. Students' critical thinking skills will be formed when teachers encourage the learning process in the classroom by building patterns of interaction and communication that emphasize more on students' active participation in acquiring knowledge, students' critical thinking skills will develop. The more feedback from the teacher to the students, the better their ability to ask, argue, and answer the teacher's questions. The more often students are trained to think critically during classroom learning, the more they know and learn about how to solve problems both inside and outside the classroom. Likewise, in responding to information spread on social media, it is therefore the responsibility of the teacher to improve students' critical thinking skills during their learning.

It is important for teachers to provide one of the learning alternatives that provide opportunities for students to develop students' critical thinking skills through learning-based learning or problem solving (PBL) models by using or bringing up real-world problems to pay special attention to students' critical thinking skills in every subject they teach. By thinking critically, students can gain the understanding, and skills necessary to solve problems that arise in everyday life. Therefore, teachers must consistently hone students' critical thinking skills. (Putra, 2013)

Based on the above statement, the researcher is very necessary to conduct research at SMP Negeri 01 Pekalongan City with the intention of knowing the student's point of view regarding critical thinking skills in dealing with social engineering using social media. Therefore, the researcher intends to conduct a study with the title "Implementation of Problem Based Learning Model in social engineering in teaching Islamic Religious Education", as an effort to increase the ability to think critically in digging up information spread in social media facing social engineering especially hoax news so that students do not easily believe and can filter news spread on social media.

B. Methods

This research is included in qualitative descriptive research, because the data obtained is more concerned with the process than the results. This type of research is able to capture a variety of qualitative information with a thorough description, the data collected is in the form of words in sentences or images that have more meaning than just a statement of number or frequency in the form of numbers.

This research falls into the category of descriptive qualitative research because the emphasis is more on process than results. This type of research is able to describe various qualitative information with meticulous descriptions. The data collected is in the form of words in sentences or pictures that have more meaning than just a statement of number or frequency in the form of numbers. (Sutopo, 2002) The data obtained in this study is the learning process that occurs when applying problem-based learning in improving critical thinking skills.

The subjects of this study were all students of class VIII. Data collection was carried out by researchers by interacting directly with research subjects. By interacting directly, researchers can obtain data in the form of students' views/opinions with the implementation of problem-based learning in improving critical thinking skills.

The data collection techniques used are: a) observation or observation method. b) interview method, interviews are conducted as a way to obtain the information needed by researchers by interviewing several students. c) documentation method, this method is used to obtain data about the teacher's learning device in the form of RPS and PBL activity steps carried out by students in the form of photos.

Qualitative research relies on descriptive data analysis, is concerned with processes rather than results, limits the study to a focus and has a set of criteria for checking the validity of the data, and the results are agreed upon by both parties, namely the researcher and the research subject. The data analysis technique used in this research is a process of searching for information and systematically compiling information and data that has been obtained from observations, interviews and documentation. Then the researcher performs data reduction (activities that refer to the process of selecting, focusing attention, simplifying, abstracting and transforming data), describing data (classifying data and identifying data), drawing conclusions and verifying the collection. (Sugiyono, 2008).

C. Results

The planning of learning activities has been carried out by teachers in Islamic Religious Learning well. This can be seen from the existence of Teaching Modules and LKPD. In the plan that has been prepared by the teacher, a lesson plan that uses the PBL model has been written. The application of the PBL model supports the implementation of active, creative, effective and fun learning (PAKEM). Students will be fully involved in the learning process, because students act as subjects of learning (student centered learning).

Problem Based Learning includes; selecting content/material and skills to be learned, determining the learning resources used, writing problem formulations, determining motivation, determining the focus of questions and how to evaluate. PBL learning design in Islamic Religious Education focuses on developing students' critical thinking skills. The teacher in this case is more involved only as a facilitator, who plans activities and supports the learning process.

The learning steps implemented include;

1. Teachers provide learning materials on the basis of active, creative, effective and fun learning according to social engineering issues. This is necessary so that learning objectives can be achieved.
2. Provide opportunities for students in groups to discuss in problem solving what is observed from social engineering content or material.
3. Compile the results of the discussion by answering the questions in the LKPD.
4. Discuss, exchange knowledge, exchange learning resources to determine the right solution to the problem.
5. Draw conclusions
6. Evaluation

D. Conclusion

Based on the results of the research on the implementation of the Problem Based Learning Model in social engineering in teaching Islamic Religious Education at SMP Negeri 01 Pekalongan in the 2023-2024 academic year, the following activities have been carried out:

1. Very effective, active, independent and in accordance with the theory in class VIII SMP Negeri 01 Pekalongan, namely with the stages of problem solving.
2. Supporting factors such as teacher skills, facilities and infrastructure available at school such as LCDs, whiteboards and others.
3. Factors that hinder such as difficulty in generating ideas in students, differences in understanding between students with one another, limited time.

Some of the advantages of PBL implementation include a very broad discussion of the material, a very active discussion and being able to develop critical thinking skills. While the weaknesses of PBL found in this study; learning steps that cannot be implemented in a short time. The application of PBL takes quite a long time, learning requires independent learning activities of each student, and sometimes there are still some students who rely on their group mates.

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