PROBLEM BASED LEARNING MODEL ANALYSIS in 21st CENTURY ISLAMIC RELIGIOUS EDUCATION LEARNING

Article Info

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Abstract

This study uses a literature study by relying on the review of scientific works such as books, journals, scientific works, literature relevant to the theme with a descriptive analysis approach to analyze the theoretical study of the PBL model in Islamic Education learning by facing the 21st century. The results of this study show that first, 21st century Islamic Education learning becomes inherent to be applied by teachers considering the increasingly sophisticated technological developments and religious problems that are increasingly sticking out on the surface. Second, the application of PBL model in PAI learning will lead students to become independent learners and accustomed to critical thinking because the 21st century PAI learning PBL model no longer relies on the teacher as the center of point in learning but at this time learning is required to involve students actively so that there is two-way communication between teachers and students (two ways communication). Third, 21st century PAI learning must also integrate with 4C (Creativity, Criticism, Communication, Collaboration). Thus it can be concluded that the problem-based learning model in 21st century AI learning is very helpful for teachers to deliver learning because it involves students in full they will get used to thinking critically and become learners.

Keywords: *Problem Based Learning[1], PAI[2], Abad 21[3]*

INTRODUCTION

Educators as promoters in learning should be able to sort and choose learning models that can improve students' ability to think critically and also actively. A person who plays an important role in the process of improving the quality of education is an educator or often known as a teacher. Good educators are competent teachers, who professionally always improve their abilities both in terms of pedagogical, personality, social and professional (Rusmayani, Haris Nursyah Arifin, Nur Azizah, 2023:29)

So is PAI learning. Facts in the field show that PAI learning experiences various problems, starting with teacher-centered learning, using conventional methods. Educators still provide more material than giving students the opportunity to discover concepts on their own. Students are also often only directed to read material in books or LKS without any activity process to find a concept.

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The use of conventional methods has an adverse impact in developing students' thinking skills. Traditional approaches that emphasize rote memorization will not be able to develop learners' thinking skills. Each individual should engage in meaningful inquiry-based learning to develop the necessary higher-order thinking skills. So that students not only listen to material from the teacher, but students find their own concepts.

The purpose of Islamic religious education is to form students to be able to become individuals with good morals. The challenges of development in the 21st century make every individual must have certain abilities and skills in order to adapt and compete globally. 21st century skills are essential skills that every individual must master in order to succeed in facing challenges, problems, life, and career in the 21st century. Islamic religious education is able to innovate in the curriculum in accordance with the demands 21st century learning skills consisting of 4 things, namely critical thinking and problem solving, creativity and innovation, collaboration, and communication). In addition to having these four skills, 21st century education also requires students to master technology, information, and communication literacy (Rajab, Imran, Ramadhan, & Ulfah, 2022:2151).

Reviewing the challenges of the 21st century, Islamic religious learning must be able to teach Islamic religious content to students by always developing these skills. 21st century learning is a learning transition that demands a change in the educator-centered learning approach (teacher centered learning) to a learner-centered learning approach (student centered learning). Reviewing the challenges of the 21st century, Islamic religious learning must be able to teach Islamic religious content to students by always developing these skills. 21st century learning is a learning transition that demands a change in the educator-centered learning approach (teacher centered learning) to a learner-centered learning approach (student centered learning) (Junedi & Mahuda, 2020:64).

Therefore, 21st century learning is no longer learning that only uses lecture or conventional methods, but uses innovative learning methods and models in order to realize 21st century skills and abilities. The use of innovative models and approaches is a demand in every learning, especially in Islamic religious learning (Zubaidah, 2017:13)

The orientation of PAI learning should not only revolve around reading and memorization but be able to deliver students to truly master and understand Islamic concepts. To be applied as a view (way of life) as well as one's life attitude (Mumtahanah & Suyuthi, 2021:201). To achieve the expected learning objectives, it is necessary to have a real lesson plan carried out by educators. Because learning is not only a transfer of knowledge through educators to students, But also must develop the potential contained in students in a real and dynamic way.

Problem-based learning (PBL) model is one of the alternative models that teachers can use in improving the quality of PAI learning. This model is defined as a learner-centered learning model by presenting a problem that occurs in real life contextually (Meilasari & Damris, 2020:197). The use of the PBL model is expected to encourage activeness and stimulate students' critical thinking when the learning process takes place and activities in learning will also be more directed and become clear (Agustiningrum, 2019:2).`

The PBL model is a learning model that can improve problem-solving skills as a way to find and obtain information. PBL has a focus on how students solve problems critically, then proceed to identify these problems to improve students' reasoning skills. The role of teachers in learning the PBL model is only as a facilitator where students are given direction and

opportunities to find additional learning resources through the internet and various other digital-based learning applications (Arfiani, 2019:3)

Interestingly, 21st century Islamic religious education learning based on problem-based learning (PBL) is believed to be one of the dynamic and effective learning models for use by religious teachers. Therefore, the PBL model with 21st century skills has a close bond in developing students' thinking skills.

In the research, Siti Fatimah et al explained that there are differences in students' higher-order thinking skills through PBL and CTL models in PAI learning. This is based on statistical tests through the Independent Samples Test resulting in p-values of 0.000 < 0.005. In addition to affecting higher-order thinking skills, PBL and CTL models can develop social skills and student participation and self-confidence (Fatimah, Ngabdurrohman, & Devi, 2022:133).

Research written by Nina Arfiani and Tazkirah shows that problem-based learning models in developing students' critical thinking in Islamic Religious Education subjects can improve students' critical thinking skills and communication skills, When problem solving is used as a context in PAI learning, the focus of learning activities is entirely on students, namely thinking about finding solutions to a problem including the process to understand a concept and procedure contained in the problem (Arfiani, 2019:3).

There have been many studies discussing PBL, but there has not been much research on the analysis of PBL learning in PAI learning in the 21 century, how to analyze PBL models in 21 century learning so that PAI learning runs so that learning is not monotonous unconventional and does not focus on teachers but becomes a student center. Therefore, this study will discuss more deeply and analyze the PBL model in 21st century PAI learning.

RESEARCH METHODS

In order to obtain the information needed to be analyzed and generated, a researcher uses the method of literature study or library research. The mention of the term "literature study" refers to the fact that the main sources of this research come from journal articles, books, and newspapers. Through the tracing process in literature studies, researchers summarize and conclude the topics related to the research topic, namely the analysis of PBL models in 21 century PAI learning, making it possible to draw concepts related to differentiating learning strategies.

The data analysis method applied in this study refers to the approach developed by Sugiyono. The measures involved include the collection of data relevant to the topic on PBL models on PAI subjects in the 21st century. The collected data is then compiled in a form that corresponds to the research question posed. Next, the data is presented using the right method (display data). From the results of presenting these data, conclusions can be drawn to answer the research questions that have been asked (Sugiyono, 2018:150).

FINDINGS AND DISCUSSION
Model Problem Based Learning

Learning aims to provide transfer of knowledge and value to students in order to have mature knowledge, skills and social sense. To achieve this noble goal, teachers are required to

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constantly develop their personality both in terms of professionalism, pedagogy, personality and social so that educational goals can be achieved (Hasanah, Sarjono, & Hariyadi, 2021:2).

Problem Based Learning (PBL) was first developed by Prof. Howard Barrows in the late 60s in learning medical science at Mc Master University Canada (Nugraha & Syihabuddin, 2022:19). This learning model is identical to giving problems to students since the beginning of learning. The goal is for students to gain authentic experience (Suprihatiningrum, 2013:215).

Howard and Barrows stated that PBL is a learning model that involves students to actively participate in solving problems through several steps scientifically so that students are expected to learn knowledge related to the problem as well as students are expected to have skills in solving problems (Sukriyatun, Mujahidin, & Tanjung, 2023:1047).

In line with the above opinion, according to Tan, the PBL model is a learning innovation because in the PBL model students' thinking skills are truly optimized in a systematic group work process, which allows students to be able to analyze, test and develop thinking skills on the basis of existing knowledge (Surya, 2017:40). According to Rusman, the PBL model emphasizes more on problem solving activities in learning by encouraging students to be skilled in thinking then followed by a student centered information search process (Nababan, 2020:4).

The use of problem-based learning model is an alternative learning model that can be used by teachers by involving students in learning that will lead students to get used to critical thinking (critical thinking) through learning that is associated with integrated problems (daily problems) by optimizing discussion and group work (Puspita, Slameto, and Setyaningtyas, 2018:73).

Based on some of the above definitions, the problem-based learning model is one of the models that is identical to presenting problems or events that often occur in everyday life to students. Then they are asked to observe, analyze and find how to solve the problem given by the teacher. This will certainly encourage students to become independent and active learners

In Jhon Dewey's view learning is best when students are actively engaged in real experiences and solving problems relevant to their lives. Dewey believed that learning should be inseparable from the context of real life. For this reason, in implementing the PBL model, there are several principles that teachers must pay attention to, including: basic concept, defining the problem, self learning, and exchange of information (exchange knowledge) (Miyati, 2019:12).

The main purpose of the PBL model is to encourage students to connect their knowledge with its application in everyday life.With the Problem Based Learning model here students are expected to gain more skills than memorized knowledge. Starting from problem-solving skills, critical thinking skills, group work skills, interpersonal (communication) skills, and information search and processing skills (Hotimah, 2020:6).

As a problem-driven learning model that focuses on the process of students' ability to solve problems, the PBL model is based on the learning theory of constructivism. In the contruvistic view, students as individuals who already have the ability to develop students' mindset personally and socially (Sumadi, Cahyo, and Murtiyasa, 2023:1599). Broadly speaking, the structure of PBL when described in a formulation is as follows:

1. Problem Finding Problem ⟶ Analysis Discovery ⟶ and Reporting

    ⟶ Integration and Evaluation.

2. Problem Discovery ⟶ Problem Inquiry ⟶ Raising Learning Issues

$\longrightarrow$ Discovery Peer Teaching $\longrightarrow$ Presenting Solution Review.

3. Problem Finding $\longrightarrow$ Research Analysis $\longrightarrow$ and Fieldwork $\longrightarrow$

Reporting and Peer Teaching $\longrightarrow$ Presenting Findings $\longrightarrow$ Reflection and Evaluation (Saleh, 2013:27).

The development of classroom learning, especially in PAI lessons, is required to be based on 21st century skills based on one of the learning models that include: a.)Inquiry and discovery learning, b.)Student centered learning, c.) Problem based learning, d.) Collaboration learning (Direktorat Jendral Pendidikan Islam, 2018:1).

Departing from this review, the use of problem-based learning is an integral part of 21st century learning as well as the PAI subject that is taught with 4C (critical thinking, creativity, communication and collaboration). Given that educators and students currently have more practical and fairly easy access to information and alternatives in problem solving through the internet, the use of problem-based learning is an integral part of 21st century learning as well as the learning of PAI subjects that are taught with 4C (critical thinking, creativity, communication and collaboration) (Ummah, 2020:57).

Susilo stated that problem-based learning is an interesting learning strategy. Instead of just reading or listening to facts and concepts from the teacher, students can solve realistic problems that encourage students to think actively. In addition, PBL also supports the development of independent learning which makes it easier for students to retain and apply knowledge and strategies in providing solutions (Herlina & Syahfitri, 2020:51).

It can be concluded that the problem-based learning model emphasizes more on the process of how they can build knowledge. In this context, the teacher acts more as a guide or facilitator while students are directed to solve problems so that students will get used to thinking critically.

Many experts explain the implementation of problem-based learning model by saying that PBL-based learning is an effective, interactive, and also dynamic model because there is an open exchange of ideas with students (Surya, 2017:44). For this reason, special steps are needed in the implementation of PBL model learning. The teacher as a facilitator in the PBL model does not participate in solving problems, but only directs students to explore the concepts contained in the problem at hand.

According to Ibrahim and Nur in Rusman, 2010 the steps required in PBL are as follows (Handayani, 2017:322): 1) Student orientation, the teacher explains the learning objectives, explains the logistics required, and encourages students to solve problems; 2) Organizing students to learn. The teacher helps students define and organize learning tasks related to the problem; 3) Guiding individual or group experience. The teacher encourages students to gather relevant information, conduct experiments to obtain explanations and solve problems; 4) Train students to be able to present their work. The teacher helps students plan and prepare appropriate works such as reports, and helps them to share their work with friends; 5) Teaching students to analyze and re-evaluate when solving problems. The teacher helps students to reflect or evaluate.

In contrast to Rusman, Arends states that the learning steps of the problem-based learning model consist of five including *first*, orienting students to the problem. *Second,* organize students

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to learn. *Third,* conduct individual or group studies. *Fourth,* develop and present work. Fifth, analyze and evaluate the problem-solving process (Mudhafir, 2016:73).

In addition, the components that must also be considered in the implementation of the PBL model in the classroom are that a teacher must always present problems authentically, use an interdisciplinary approach by presenting or encouraging students to not only see a problem only from a scientific point of view but can be from various scientific angles and the problems given to students are based on phenomena that occur in the field (Kandiri & Puadi, 2021:194).

Based on the above review, it can be concluded that the steps of the problem-based learning model begin with giving problems to students, then students are divided into several groups to conduct intense discussions related to the problems given by the teacher, then the results of the discussion are presented to other groups, the teacher as a facilitator then provides reinforcement and clarifies the results of discussions that have been carried out by students.

In addition, the characteristics of problem-based learning will direct students to be the starting point in learning because the problems presented by the teacher come from the real world that will challenge and encourage students to become independent learners as well as critical, PBL will also help students to develop new knowledge and be responsible for the learning they do. In addition, through this model, it provides opportunities for students to hone their abilities. The learning will familiarize students in facing and solving problems that can then be used as provisions when facing problems in the future.

It should be understood that PBL is not designed to assist teachers in delivering information on a large class scale. Rather, PBL is designed to help students develop thinking skills, problem-solving skills and intellectual skills. Therefore, educators must be really mature in planning learning with problem-based learning models so that the objectives to be achieved are realized (Setyo & Fathurrahman, 2020:16).

Smith, cited by M. Taufiq Amir, specifically examining the various dimensions of the benefits of problem-based learning strategies found that the advantages of PBL for students include: First, increasing students' critical thinking skills in solving problems. Second, it fosters students' initiative and motivation to learn, especially in PAI learning. Third, it helps students to quickly remember and increase understanding that is relevant to the practical world. Fourth, it encourages them to have interpersonal relationships among peers (Amir, 2010:27). In addition, another advantage is that it makes learning more meaningful and can be applied in everyday life from PBL.

PBL in PAI learning can increase student engagement, critical thinking skills, collaboration, communication, concept understanding, and the relevance of learning to students' daily lives. This model allows students to develop a deeper understanding of religion and apply it to their lives.

On the other hand, the weaknesses in the model are: *First,* if students' enthusiasm for learning is low, it will be difficult for them to solve problems that cause the problem-based learning process to be hampered and not conducive. *Second,* this model requires quite a long time if it is not based on careful planning. *Third,* the PBL model is less suitable for application in elementary schools because of the problem of working in groups. PBM is very suitable for college students or at least high school. *Fourth,* the PBL model cannot be applied to every subject matter, there are times when the teacher plays an active role in presenting the material. *Fifth,* if students feel that the given problem is difficult to solve, then they tend to be reluctant to try to solve the problem (Mudhafir, 2016:77).

Implementation of 21ˢᵗ Century Islamic Education Learning through Problem Based Learning Model

Islamic religious education is a conscious and planned effort in preparing students to recognize, understand, appreciate, believe in, have noble character (*makarim al-akhlaq*) Islamic religious teachings which are sourced from Al-Qur'an and Hadith (Kemendikbud, 2022:14)

In addition, Islamic religious education learning also aims to foster students' personalities as a whole, improve morals, shape behavior and encourage them to be able to develop intelligence effectively (Syafei, 2019:139). Examining the objectives mentioned above, the clumps of knowledge contained in Islamic religious education are so complex that they include the fields of fiqh (thaharah, prayer, zakat), akidah akhlak (faith in the last day, avoiding disgraceful behavior, asmaul husnah), Qur'an hadith (the urgency of studying the Qur'an and hadith, amar ma'ruf nahi mungkar), the history of Islamic.

From the many materials if educators do not relate them with an innovative method and model, the above objectives will certainly be difficult to reach and learning will seem monotonous due to the lack of use of methods and models. Not to mention, the practice of PAI learning still revolves in the realm of facts, concepts and procedures that are still theoretical in nature, as a result students will only understand Islamic religious education material from the shell while in terms of application and use they will be confused because the learning is not meaningful. Therefore, PAI learning must be meaningful and fun so that the ideals of national education can be achieved.

In addition, in the context of Islamic teachings, there is a principle that requires all Muslims to always be human beings who are beneficial to others, carry out orders and avoid all prohibitions *(amar ma'ruf nahi mungkar),* pray, work on time, uphold honesty, love cleanliness, and be tolerant. However, the reality is that there are still many gaps that should not occur, where Muslims sometimes forget about time, lack discipline at work, lack of concern for environmental cleanliness and much more (Saleh, 2013:216). Basically, the problem is not based on the teachings of Islam, but lies in the quality of understanding, living, and practicing it.

In this case, it is education that plays an important role as the main pillar in building a smart generation with brilliant character and civilization. Islamic religious education (PAI) teacher is a conscious effort made by educators in preparing students to believe, understand, and practice Islamic teachings through guidance, teaching, or training activities that have been planned or programmed to achieve predetermined goals, namely making students khoiru al-ummah. (Firmansyah & Muiz, 2021:157).

In addition, it is time for religion teachers to design learning in a creative, innovative and relevant way by taking into account the characteristics and needs of students *(student needs)* (Salmadatu, 2022:169).

In addition, in the 21ˢᵗ era, which is characterized by the development of increasingly sophisticated technology, of course the world of education needs an ideal religious educator who is broad in religious knowledge *(tafaqquh fi al-din),* who is able to provide good examples and examples *(uswah hasanah),* who is smart in technology and professional in his profession. This is in line with the statement of KH. Imam Zarkasyi, the founder of the Gontor Islamic boarding

school, regarding the importance of elaboration between methods, the person of an educator and professionalism:

الطريقة أهم من المادة والمدرس أهم من الطريقة وروح المدرس أهم من المدرس نفسه

Meanings: *The method is more important than the material, but the teacher's personality is more important than the method, but the spirit (soul) of a teacher is far more important than the teacher himself* (Yunus, 1993:85).

Essentially, through the learning-based learning model in 21st century learning, it is expected to provide a holistic understanding of religion, encourage them to think critically, be skilled in utilizing various technological advances in dealing with new problems related to religion, build students to be skilled in solving problems and skilled in collaborating between religious understanding and context in reality.

If examined in depth, the basic concept of the problem solving model has been stated in Q.S Ali Imran and Q.S As Shura, the following explanation:

فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لِانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْلَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Meaning : *It is by the mercy of Allah that you are gentle with them. If you had been harsh, they would have withdrawn from around you. So forgive them, ask forgiveness for them, and consult with them in the matter. Then when you have made up your minds, then put your trust in Allah. Verily, Allah loves those who put their trust in Him* (Q.S Ali Imran:159).

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ

Meaning: *And (for) those who accept (obey) the call of their Lord and establish prayer, and their affairs (are) decided by deliberation between them; and they spend some of the sustenance We have given them* (Q.S As Syura:38).

The reflection of the verse describes that when faced with a problem, every human being is encouraged to always hold deliberations in order to find a wise solution. In this case, the position of deliberation in the problem-based learning model is a crucial element as the direction of steps in solving problems in groups.

In essence, the problem-based learning model is very helpful for students to collaborate in gathering information and solving problems given by the teacher where students will be much more active and creative (Habibah, Setiadi & Bahri, 2022:686-687).

Indeed, learning PAI in the 21st century has many materials that can be relied upon in the problem-based learning model, such as the problems of congregational prayer, disgraceful morals, faith in the last day, and thaharah. These problems can naturally be found from various sources such as through books, the internet, television and also events that occur in the surrounding environment.

In this context, 21st century PAI learning should no longer be teacher centered, but rather student centered, where they are fertilized with solid Islamic values and then led to be good at digging and utilizing information through the integration of digital technology. In addition, the teacher then directs students to be realized in real life. With the intersection of technology, it will make a significant contribution in helping a generation that is critical and up to date with various issues and problems.

Through the problem-based learning model in 21st century PAI learning, students get meaningful learning, leading students to think critically, systematically and actively in solving and

formulating problems. Quoting from Tantri about the 21st century learning paradigm shift consists of:

1. Utilizing technology in the learning process
2. Student centered learning
3. Using interactive learning methods
4. Interconnected integration learning with daily life (Mayasari, Kadarohman, Rusdiana, & Kaniawati, 2016:5).
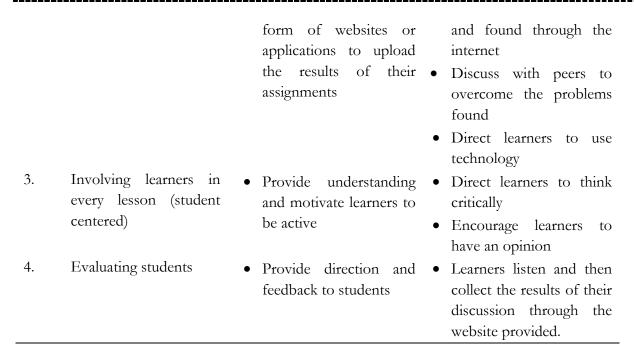
Learning Islamic religious education in the 21st century refers to learning that is relevant to the technology and socio-culture of the students. For this reason, Islamic education learning must be able to integrate the values contained in religion with technological developments and contemporary issues so that students can live, understand and practice Islamic values in their daily lives.

In this case, it is time for PAI learning to be able to integrate religious values in various subjects or other disciplines, develop learning in three domains of aspects (cognitive, affective and psychomotor), oriented to skill development because 21st century learning in addition to diverse models is also identical to the development of student skills such as critical thinking, collaborative, creative and communicative, the use of technology in every lesson such as e-learning e-modules, mobile applications or social media that can increase the effectiveness of PAI learning.

In implementing the Problem-Based Learning model in the field of Islamic Religious Education, there are several steps that researchers can suggest including:

Table 1. Steps Implementing the Problem-Based Learning Model

No.	Concept of 21st Century Islamic Education Learning	Steps of PBL Model	Learner activities
1.	Taking an interdisciplinary approach in PAI learning	• Explain the purpose of learning and the mechanism of the PBL model • Orient learners to an authentic problem, for example: about thaharah and congregational prayer.	• Ask learners to watch shows about thaharah and congregational prayer Ask learners to follow congregational prayer in the mosque.
2.	Utilization of technology in learning PAI	• Directing learners in the use of technology as a tool to find information and add insights • Utilizing the internet to find answers • Facilitate learners in the	• Analyze the phenomena that occur regarding congregational prayer and thaharah. • Record phenomena found both in the surrounding environment

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		form of websites or applications to upload the results of their assignments	and found through the internet
			• Discuss with peers to overcome the problems found
			• Direct learners to use technology
3.	Involving learners in every lesson (student centered)	• Provide understanding and motivate learners to be active	• Direct learners to think critically
			• Encourage learners to have an opinion
4.	Evaluating students	• Provide direction and feedback to students	• Learners listen and then collect the results of their discussion through the website provided.

The theory of approach that is in line with 21st century learning is constructivistic theory. Where in the learning paradigm focuses on the role of students in building knowledge independently through interaction with the environment and obtained from authentic learning (Mudhafir, 2016:72).

Based on the paradigm shift mentioned above, the problem-based learning model is one of the right models to be applied by religion teachers. Because students are not only enriched with knowledge in the form of cognitive but also accompanied by skills that are useful in their social life.

The benefits that students get from the use of problem-based learning models in 21st century PAI learning are problem-solving skills, critical thinking skills, cooperation skills and independent learning digital literacy communication.

The problem-based learning model in PAI learning will certainly create interesting learning and new experiences for students because students are invited to solve problems related to religious problems encountered in their environment. If truly implemented by schools, it will have a tremendous impact on the next generation of the nation to face the challenges of 21st century life (Fatimah, Tajuddin, & Ilyas, 2020:171).

CONCLUSION

The problem-based learning model is one of the three inherent learning used in the 21st century. The model emphasizes active student involvement in order to accustom them to become independent learners and get used to thinking critically. Broadly speaking, PBL is a model that is problem-based learning by directing students to be able to understand, analyze and test and develop their ability to find a way out of the problems presented by the teacher or those found in the environment. The steps in the PBL model are; first, student orientation, second, organizing students to learn, third, guiding individual or group experiences, fourth, training students to be able to present work, fifth, analyzing and re-evaluating the problem-solving process. In the

context of Islamic religious education, this model can be used to help teachers and students in the learning process. Because PAI material packaged with the PBL model will be much more meaningful and practical so that the objectives of PAI learning will be achieved.

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