

IMPLEMENTATION OF THE PROBLEM-BASED LEARNING MODEL IN ISLAMIC CULTURAL HISTORY LEARNING BASED ON THE INDEPENDENT CURRICULUM DEEP LEARNING TEACHING MODULE AT MADRASAH ALIYAH

Rita Rosita¹

Moh. Yusup Saepuloh Jamal²

¹²Latifah Mubarakayah Suryalaya Islamic Institute, Tasikmalaya, Indonesia

*Correspondence: ritarositaa85@gmail.com¹ mohyusupsj@gmail.com²

ABSTRACT :

Islamic Cultural History (ISH) learning plays a crucial role in developing students historical understanding and internalizing Islamic values. However, in practice, ISH learning is often perceived as uninteresting, resulting in low student interest and motivation. This study aims to describe and analyze the implementation of the Problem-Based Learning (PBL) model in ISH learning based on the Independent Curriculum teaching module at Madrasah Aliyah (Islamic Senior High School). This study used a descriptive qualitative approach with data collection techniques including learning observations, interviews with ISH subject teachers, and analysis of module documents. The results show that ISH learning has been systematically designed through the Independent Curriculum teaching module and implemented using the PBL model. The application of PBL can increase the activeness and involvement of some students in discussions and problem-solving. However, the implementation of PBL is not yet fully optimal due to the low learning interest of some students, limited historical literacy, and limited learning support facilities. The conclusion of this study indicates that the PBL model has the potential to improve the quality of ISH learning if supported by consistent learning planning, adaptive mentoring strategies, and adequate learning facilities. Therefore, it is recommended that SKI teachers optimize the implementation of PBL by strengthening student literacy, differentiating learning, and utilizing more varied learning media.

Keywords : Problem Based Learning; History of Islamic Culture; Teaching Module; Independent Curriculum;

INTRODUCTION

Islamic Cultural History (ISH) learning holds a strategic position in the madrasah education system because it functions to build historical understanding, awareness of Islamic identity, and internalize moral values and the exemplary



behavior of Islamic figures in students (Pasaribu, 2025) . Through ISH learning, students are expected to be able to understand the dynamics of Islamic history chronologically and contextually, while also taking lessons relevant to contemporary social life. However, in classroom learning practices, ISH is still often perceived as a narrative and memorization subject, so it is less able to attract students' interest and motivation to learn optimally (Pasaribu, 2025) .

The problem of low student interest and motivation in SKI learning was also found based on observations at Madrasah Aliyah Al Khoeriyah. Some students demonstrated suboptimal learning engagement, such as being less active in discussions, easily bored, and tending to be passive during learning. This condition aligns with previous research findings that stated that conventional history learning tends to decrease student attention and participation if not balanced with innovative and contextual learning strategies (Ariyanti & Anggerawati, 2024) .

In line with the implementation of the Independent Curriculum, the learning process is directed towards being student-centered, encouraging the strengthening of critical thinking skills, and linking learning materials to real-life problems (Kemendikbudristek, 2022; Pasaribu, 2025) . The Independent Curriculum provides teachers with the flexibility to design more flexible learning through teaching modules, allowing learning to be tailored to student characteristics and needs. In this context, selecting the right learning model is a crucial factor in improving the quality of SKI learning.

One learning model deemed relevant to the characteristics of the Independent Curriculum is Problem-Based Learning (PBL). The PBL model places problems as the starting point of learning, encouraging students to actively identify problems, seek information, discuss them, and formulate solutions collaboratively (Mallu & Z, n.d.) . Theoretically, PBL can improve critical thinking skills, problem-solving abilities, and student motivation because learning takes



place actively and meaningfully (Mallu & Z, n.d.; Savery, 2015).

In Islamic Education (IS) learning, the application of the PBL model has the potential to make Islamic history material more contextual and relevant to students' lives. Historical events, such as the leadership of the caliphs, the social dynamics of the Muslim community, and the exemplary values of Islamic figures, can be packaged in the form of problems that require critical analysis and reflection. Research results show that the application of PBL in Islamic Education (IS) learning, including Islamic Education (IS) lessons, consistently has a positive impact on improving learning outcomes, higher-order thinking skills, collaboration, learning independence, and strengthening Islamic values in real-life contexts (Nadia Saputri & Putri Anggalia PS, 2025).

However, the implementation of the Problem-Based Learning model in SKI learning is not without its challenges. Observations indicate that low student historical literacy, limited learning support facilities, and varying student learning interests are factors that influence the effectiveness of PBL implementation. This situation indicates a gap between the ideal concept of PBL-based SKI learning and actual learning practices. Therefore, a study that describes the model's implementation empirically and contextually is needed.

Based on this description, this study focuses on the implementation of the Problem-Based Learning model in Islamic Cultural History learning based on the Independent Curriculum teaching module at Madrasah Aliyah Al Khoeriyah. The purpose of this article is to describe and critically analyze the application of the Problem-Based Learning model in Islamic Cultural History learning, as well as to identify supporting and inhibiting factors in its implementation as an effort to improve the quality of learning at the madrasah.

METHODS

This study employed a qualitative approach with a descriptive approach.



This approach was chosen because it aimed to deeply understand the implementation process of the Problem-Based Learning (PBL) model in Islamic Cultural History (ISCA) learning based on the Independent Curriculum (Kurikulum Merdeka) teaching module, as well as to describe the learning phenomenon as it occurs naturally in the madrasah environment (Moleong, 2018). Descriptive research was used to systematically and factually present data from observations, interviews, and documentation without manipulating the variables studied (Sugiyono, 2021).

This research was conducted at Madrasah Aliyah Al Khoeriyah in the 11th grade of SKI learning. The research object focused on the implementation of the Problem-Based Learning model in SKI learning designed through the Independent Curriculum teaching module. While the research subjects included SKI subject teachers and 11th grade students directly involved in the learning process. This research was conducted in the odd semester of the 2025/2026 academic year, adjusting to the madrasah's learning implementation schedule and academic activities.

The research instruments used in this study included learning observation sheets, interview guidelines, and documentation. The observation sheets were used to directly observe the SKI learning process, specifically the application of Problem Based Learning syntax, student engagement, and the use of teaching modules and learning media. The interview guidelines were used to obtain more in-depth data regarding the planning, implementation, and obstacles faced by teachers in implementing the PBL model in SKI learning. Documentation was used to collect supporting data in the form of teaching modules, learning tools, and photographs of relevant learning activities (Arikunto, 2019).

Sampling in this study was conducted using a *purposive sampling technique*, which involves deliberately selecting research subjects based on specific considerations relevant to the research objectives. SKI teachers were chosen as the



primary informants because they play a central role in planning and implementing learning, while students were selected because they were directly involved in implementing the Problem-Based Learning model in the classroom (Sugiyono, 2021) .

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to obtain a factual picture of the implementation of PBL-based SKI learning in the classroom. Semi-structured interviews were conducted with SKI teachers to gather information regarding their experiences, perceptions, and evaluations of the implementation of the learning model. Documentation was used as supporting data to strengthen the results of observations and interviews, thus ensuring more comprehensive and credible data (Creswell, JW; Poth, 2018) .

Data analysis was conducted using qualitative data analysis techniques that include the stages of data reduction, data presentation, and drawing conclusions. Data obtained from observations, interviews, and documentation were reduced by sorting data relevant to the research focus, then presented in the form of descriptive narratives. Furthermore, conclusions were drawn in stages by paying attention to consistency and interrelationships between data, so that a complete picture of the implementation of the Problem Based Learning model in SKI learning based on the Independent Curriculum teaching module at Madrasah Aliyah Al Khoeriyah was obtained (Miles, MB; Huberman, AM; Saldaña, 2014) .

RESULTS AND DISCUSSION

The results of the study indicate that the learning of Islamic Cultural History (SKI) at Madrasah Aliyah Al Khoeriyah has been designed and implemented with reference to the Independent Curriculum teaching module using the Problem-Based Learning (PBL) model. Based on the results of learning observations, the SKI teacher, Ms. Yuyu Siti Makiyah, has implemented the



learning stages systematically, starting from the introduction, core activities, and closing. In the introduction stage, the teacher opens the lesson with a greeting, prayer, and apperception to connect the new material with students' prior knowledge. This stage is in line with the principle of meaningful learning in the Independent Curriculum, which emphasizes the importance of building students' learning readiness before entering the core material (Kemendikbudristek, 2022) .

In the core activities, the application of the Problem Based Learning model is seen through the presentation of problems related to the SKI material. The teacher presents contextual problems related to Islamic historical events and the leadership of Islamic figures, then directs students to discuss in groups. Observations show that some students began to actively participate in the discussion, expressing opinions, and trying to relate the historical material to the context of everyday life. This finding indicates that the application of PBL can encourage student activeness, as stated by Savery (2015) that PBL provides space for students to build knowledge through collaborative problem solving.

However, the research also shows that student engagement is not evenly distributed. Some students still tend to be passive and lack confidence in expressing their opinions. This is due to low historical literacy and previous learning habits that were still oriented towards lecture methods. This condition aligns with the findings of Ariyanti & Anggerawati (2024) , who identified similar problems in SKI learning in Islamic high schools, particularly low historical literacy and the transition from teacher-centered learning.

In terms of the teacher's role, the research results indicate that SKI teachers have attempted to function as learning facilitators by guiding group discussions and providing reinforcement for student answers. However, on several occasions, teachers still dominated learning when students experienced difficulties in understanding the problems given. This indicates that the shift in the teacher's role from an information center to a learning facilitator still requires continuous



reinforcement and habituation. This finding is in line with Rahman's opinion (Mallu & Z, nd) who stated that the success of PBL is greatly influenced by the teacher's readiness to design problems and manage class discussions.

The research also shows that the use of the Independent Curriculum teaching module helps teachers develop more structured and targeted learning. The teaching module contains clear learning objectives, learning steps, and assessment methods, making it easier for teachers to implement the PBL model in the classroom. However, limited infrastructure, such as the availability of digital learning media and projectors, is a factor that hinders optimal learning. This limitation results in the less than optimal use of audiovisual media, which could actually help students understand historical events more concretely and visually, as suggested by (Dannari & Muna, 2019) .

From a student perspective, the implementation of Problem-Based Learning provides a different learning experience compared to conventional learning. Students not only receive information from the teacher but are actively involved in the process of searching and processing information. This contributes to increased learning engagement among some students, although it has not yet fully impacted overall learning interest. This finding supports the research of Ariyanti & Anggerawati (2024) , which states that innovation in learning models in SKI subjects needs to be balanced with literacy strengthening and learning assistance for a more significant impact.

Overall, the results and discussion of this study indicate that the implementation of the Problem-Based Learning model in SKI learning based on the Independent Curriculum teaching module at Madrasah Aliyah Al Khoeriyah has the potential to improve the quality of the learning process, particularly in terms of student activity and engagement. However, the effectiveness of PBL implementation is still influenced by factors such as student readiness, teacher competence, and the availability of learning support facilities. Therefore, the



implementation of PBL in SKI learning needs to be carried out gradually and accompanied by adaptive mentoring strategies so that learning objectives can be optimally achieved.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of the Problem-Based Learning model in the teaching of Islamic Cultural History based on the Independent Curriculum teaching module at Madrasah Aliyah Al Khoiriyah has been carried out systematically and directed in accordance with the learning plan. The application of the Problem-Based Learning model has made a positive contribution to the SKI learning process, particularly in increasing the activeness and involvement of some students through discussion activities and contextual problem-solving. However, the effectiveness of the implementation of this model is not fully optimal because it is still influenced by the low historical literacy of students, variations in learning interests, and limited learning support facilities. These findings indicate that the success of the implementation of Problem-Based Learning in SKI learning is not only determined by the use of the learning model alone, but also by student readiness, teacher competence in managing learning, and adequate support facilities.

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