

Research Article

**Improving Student Social Interaction Ability Using
Problem Based Learning (PBL) Method
In The Subject of Aqidah Morals at MIN 10 Boyolali
Academic Year 2022/2023**

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Abstract: This study aims to determine the Problem Basic Learning (PBL) method in the Aqedah Akhlak subject can improve social interaction abilities of students at MIN 10 Boyolali in the 2022/2023 academic year. This research is a type of classroom action research. This research was conducted from April to June 2023. The subjects of this study were Class IV students at MI N 10 Boyolali with a population of 53 students, so all were taken. Data is taken through documents and questionnaire scores, with the T-Test test. The PBL method can improve students' social interaction skills by 49.8% starting from the pre-action, then continuing in cycle I to increase to 68.8% and in cycle II to increase again to 78.4%. The use of the PBL method is applied to students of class IV MIN 10 Boyolali in the Aqidah Akhlak subject so that students can more easily and quickly improve their social interaction skills.

Keywords : Social Interaction , PBL Method, Aqidah Akhlak

INTRODUCTION

In social life, humans will be interconnected and need other people (Inah, 2013) . Needs that can lead to a process of social interaction. Humans are born as social beings, who cannot live in this world without help from others (Iffah and Yasni, 2022). For example, in the family sphere, humans definitely need a family as a means to express affection, feelings or problems that are being faced.

In life at school, students also need other people, be it teachers or peers. For example, when a student has a problem at school, and he cannot solve it on his own, the student will definitely ask someone to help solve the problem at hand. Fostering good social interaction between students and teachers and between fellow students must continue to be developed. If the social interaction is well established, it will be very beneficial. Students will feel confident, comfortable, and have good relationships with teachers and other students. In addition, the teaching and learning process will run smoothly. (Simanjuntak: 1997)

Students' ability to interact socially is very important to be improved. Adolescence is a period of adjustment for a person with a group (Fatmawaty.2017) . Within the scope of the school, student group activities such as OSIS, PMR, scouts, play groups, and so on. At this time social interaction with groups is more important for teenagers. They tend to spend time with their groups rather than at home and obey their parents. If social interaction with the group is positive, it will be very useful for the development of the teenager. However, if social interaction with the group tends to be negative or deviant, it is feared that it will form deviant social behavior in adolescents (Yuniati, 2013) .

Social interaction is an individual relationship with another individual where one individual with another can influence other individuals and there is a reciprocal relationship (Fatnar , 2014). Meanwhile, according to Soekanto in (Bali , 2020), defines social interaction as a relationship between individuals and human groups. The character of students is different from one another. There are some students who have no difficulty interacting socially with their environment, but there are also many students who have difficulty interacting socially with their environment. For students who are able to interact socially well, they tend to have more friends than students who have difficulty interacting socially with their environment. If this is allowed, students will not be able to carry out their developmental tasks properly.

During the pandemic , the government required work from home and online learning. Due to reduced interaction factors due to the Pandemic situation. Where the learning process is carried out online. Interactions that occur due to using online media will affect the decrease in psychological quality for students. Therefore, personal interaction between students and students and teachers and teachers decreases (Fahyuni, 2016).

In fact, in the field of learning activities, there are still teaching and learning processes that use conventional models that require interaction, not like online, which requires little physical interaction. , where the teacher explains and then the student writes. This activity continued until after class. Furthermore, rote learning patterns seem to be a tradition in many schools. The teacher provides many scientific concepts to be memorized and known by students, but forgets to encourage students to apply

the concepts they memorize in real life. Modern education wants a learning process that actively involves students and encourages students to seek and acquire their own knowledge (Primadoniati.2020) . Subject matter is not only developed according to what is in the book so that it is rigid. As a result, learning becomes ineffective because when students are dealing directly with life they cannot do anything.

Education in the 21st century deals with new problems that exist in the real world. So that the results of this education include patterns of competence and intelligence needed in the current century. Ardiyanti argues that Problem-Based Learning is the most significant innovation in education. Viewed from the psychological aspect, PBL learning relies on cognitive psychology which departs from the assumption that learning is a process of changing behavior due to experience. Through this process students will gradually develop as a whole. That is, student development does not only occur in cognitive aspects but also occurs in effective and psychomotor aspects.

Viewed from the context of improving the quality of education, the PBL (Problem Based Learning) model or problem-based learning method is a learning strategy that can be used to improve the learning system (Hakim.2015) . We realize that so far the ability of students to be able to deal with problems has not been given enough attention. As a result, when they are faced with difficult problems, they are overwhelmed in solving them and despair. As a result, not a few of them take shortcuts, for example taking illegal drugs or committing suicide as a result of these problems .

The application of the Problem Based Learning model to subjects in schools, especially aqidah lessons such as the problem of child delinquency, problems using gadgets and problems of social relations with parents, teachers and between students themselves. In it applied and stated problems as well as interesting research. This is also the situation at MIN 10 Boyolali during the pandemic, it turned out that social interaction between students and students and between students and teachers decreased.

RESEARCH METHODS

1. Action Research Design

The type of research used in this research is quantitative research based on classroom action research. Classroom action research is carried out as an effort to increase the efficiency and quality of education, especially the process of student learning outcomes at the class level (N. Hanifah.2014) . The essence of carrying out PTK is in the context of educators willing to self-introspect, reflect, reflect or evaluate themselves so that their abilities as an educator are expected to be quite professional and have an impact on the quality and quality of education (A Parnawi. 2020) .

2. Action Scenario

This study uses the Kemmis and Mc Taggart models. Classroom action research was carried out through four stages, namely planning, action implementation, observation, and reflection. Actions are activities carried out by teachers and students based on plans that have been made previously, to improve teacher performance and improve students' social interaction abilities.

In this classroom action research, researchers used Kurt Lewin's action research model. Each cycle includes four components, namely: (1) planning (2) implementation (*acting*) , (3) observing (*observing*) , (4) reflection (*reflecting*) . The Kurt Lewin model was

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chosen by the author because if there are deficiencies in the initial implementation, the researcher can improve it in the next cycle until the desired goals are achieved. If it has reached the first cycle and the second cycle has not been successful, the researcher continues to the next cycle which was developed by John Elliot .

3. Data Collection Techniques and Instruments

To obtain complete data and clear information in line with expectations, this research method was used Questionnaires / questionnaires , Documentation , Interviews and Observations / Observations .

4. Action Success Criteria

The indicator of the success of this action is that the action is said to be successful if the percentage of increase in social interaction ability from before and after the action is given is at least 65% .

5. Data analysis technique

Technique data analysis in action research is called reflection (Hidayat and Badrujaman, 2012:45). Reflection means that researchers examine various kinds of data obtained in action research, both process data as a result of collecting data on indicators of process success, as well as outcome data as a result of measurements on the impact of group counseling service actions in improving students' social interaction skills use the PBL method in the Aqidah Akhlak subject .

In action research, data analysis and interpretation are needed to summarize what has been obtained, assess whether the data is fact- based , thorough, steady, and correct. Data analysis in research is a very important stage because the data obtained will be described until it can finally be concluded.

In this study , the data analysis used was percentage description data analysis and the Wilcoxon test for quantitative data. Analysis of the percentage description is used to describe the increase in social interaction of class IV students both before and after being given the PBL method of action . The Wilcoxon test is used to calculate social interaction questionnaires so that it can be seen whether there are differences in social interaction before and after the implementation of learning with the PBL method. This will be known whether there is an increase in social interaction for planning in the next cycle.

Meanwhile, Miles and Huberman model data analysis is used in the observation analysis and describes the process Aqidah learning with PBL method . The data collected from the respondents were analyzed descriptively by looking at the symptoms or signs of fulfilling the level of social interaction as indicated by the attitudes and behavior which indicated that the social interaction of class IV students had developed optimally.

RESEARCH RESULT

Before conducting research, observations and questionnaires were carried out pre-action to determine the level of interaction ability social student class 4 MIN 10 boyolali . In addition, pre-action observations were made to find problem points, solutions to be used and methods to be applied. This pre-action is also a reference for what percentage of progress you want to achieve after the research is done. From the pre-action observations carried out, the results were obtained as in the table below:

Table 1 Data Analysis Results of Pre -Students Cycle

ACTION	Pre Cycle		
	Min Value	Max Value	Average

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Mark	29	60	41.07547
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The result of the student interaction questionnaire is the ability of student interaction in the Aqidah Akhlak subject conducted by researchers in three cycles, where each cycle consists of one meeting. The recapitulation results regarding the final test results for each cycle in both cycle I and cycle II can be seen in Table 2 below.

Table 2 Data on Student Values in Each Cycle

NO	STUDENT'S NAME	Class	Ability Value Student Social Interaction			
			Pre Cycle	Cycle 1	Cycle II	Cycle III
1	Tri Hastuti's sister	IV A	39	50	68	70
2	Adnan Khairul Azzam	IV A	39	50	68	70
3	Afriza Isna Az Zahra	IV A	34	56	71	70
4	Alvina Zakira Salwa	IV A	41	69	78	74
5	Apriliya Rahmawati	IV A	38	56	71	71
6	Aqyla Amanda Elkasih	IV A	39	44	65	69
7	Asheila Zanetta Aurelian	IV A	36	34	60	67
8	Little Daughter Alysia Kiswanto	IV A	44	53	70	73
9	Azka Vanessa Axelia	IV A	49	44	65	73
10	Balqis Amelia Ramadan	IV A	50	53	70	75
11	Dzakwan Satria Rafa Ramadhani	IV A	44	44	65	71
12	Fadil Rafif Ahsan	IV A	41	58	72	72
13	Fahmi Idris	IV A	38	50	68	70
14	Kanza Muhammad Latif	IV A	50	58	72	75
15	Maulin Auliasari	IV A	60	75	81	82
16	Muhammad Dwi Romadhoni	IV A	39	58	72	72
17	Muhammad Nur Syafiki	IV A	36	50	68	69
18	Muhammad Tri Raka Alfaro	IV A	39	50	68	70
19	Muhammad Wahab Maulana	IV A	34	42	64	67
20	Mustika Dian Pertiwi	IV A	49	58	72	75
21	Nafizah Khoirunnisa	IV A	35	50	68	69
22	Naura Nadhifa Az Zahra	IV A	34	42	64	67
23	Octa Rafa Hafidzya	IV A	29	33	60	64
24	Putja Fany Saputri	IV A	51	50	68	74
25	Salwa Azaria Salsabila	IV A	39	42	64	69
26	Wavin Putra Purnama	IV A	40	33	60	68
27	Zahira Nur Khasanah	IV A	41	58	72	72
28	Agnis Nur Ramadhani	IV B	39	33	60	68
29	Alvian Zafran Azka	IV B	34	50	68	69
30	Amanda Putri Ningsih	IV B	41	50	68	71
31	Amira Qonita Hasna	IV B	38	56	71	71
32	Ara Nur Fitra Musyafa	IV B	39	69	78	74

NO	STUDENT'S NAME	Class	Ability Value Student Social Interaction			
			Pre Cycle	Cycle 1	Cycle II	Cycle III
33	Arsya Ayu Hiqmatul Science	IV B	36	56	71	70
34	Bisma Alfariqi	IV B	44	44	65	71
35	Daneah Annabiela	IV B	49	34	60	71
36	Davin Adwa Ramadhan	IV B	50	53	70	75
37	Defia Aura Aprilia	IV B	44	44	65	71
38	Faid Arrozaq Saputra	IV B	41	53	70	72
39	Gilang Artdana	IV B	38	44	65	69
40	Hafidz Farhan El Ghozali	IV B	50	58	72	75
41	Khafabi Al Fatih Adinata	IV B	60	50	68	77
42	Khanza Inaya Asyifa	IV B	39	58	72	72
43	Laila Princess Anna Zima	IV B	36	75	81	74
44	Listy Aulia Meisyafa`aty	IV B	39	58	72	72
45	Meiliana Cindy Agustina	IV B	34	50	68	69
46	Muhammad Rafka Wildan Al Hafid	IV B	49	50	68	74
47	Muhammad Revan Aryachena	IV B	35	42	64	68
48	Nabila Ayu Az-Zahra	IV B	34	58	72	70
49	Naufal Dzaky Musyaffa	IV B	29	50	68	67
50	Nino Fatir Saifulloh	IV B	51	42	64	73
51	Sultan Amirullah	IV B	39	33	60	68
52	Taka Wahyu Pratama	IV B	40	50	68	71
53	Virsi Agustin Maulana	IV B	41	42	64	70
Average			41.07547	50.22642	68.22642	71.13208
Min			29	33	60	64
Max			60	75	81	82

Table 3 Data Analysis Results of each Student Cycle

ACTION	Pre Cycle			Cycle I			Cycle II			Cycle III			Ket
	Min Value	Max Value	Average	Min Value	Max Value	Average	Min Value	Max Value	Average	Min Value	Max Value	Average	
Value	29	60	41.1	33	75	50.2	60	81	68.2	74	87	78.8	Improvement
Increase %				49.8			67.8			78.4			

Based on tables 2 and 3 above it can be seen that Cycle 1 which was carried out on April 8 2023 the percentage increase interaction social student 49.8 %. By obtaining an average score of 50,2 , a minimum score of 33 and a maximum score of 75 , based on these results this research has not been successful, still below the average criteria success students who have not reached 65 %. So it is necessary to do Cycle II.

Table 4 . Cycle I T-test
Paired Sample Test

	Pair Differences					Q	df	Sig. (2-tails)
	Method	std. Deviation	std. Error Means	95% Confidence Interval of Difference				
				Lower	On			
Cou value ple 1 CYCLE_1	7.18293E1	6.81976	.92805	69.96782	73.69070	77,398	53	.000

Table 2 In cycle I these values were tested using the T-test formula resulting in a significant number of 000. Sig. (2-tailed): Below 0.005 Significant. Based on table 2 above Based on table 2 above, it can be seen that cycle II has an increase in percentage of 67.8 % and an average score of 68.2 and a minimum score of 60 while a maximum score of 81. after being entered and analyzed using the T-test formula then the level coefficient is 000. As shown in the table below:

Table 5 Cycle II T Test
Paired Sample Test

	Pair Differences					Q	df	Sig. (2-tails)
	Method	std. Deviation	std. Error Means	95% Confidence Interval of Difference				
				Lower	On			
Cou value ple 1 CYCLE_2	7.83326E1	5.46934	.74428	76.83975	79.82544	105,246	53	.000

From these data it can be concluded that the significance level of the PBL T-test method is able to improve the pronunciation of the hijaiyah letters of MIN 10 Boyolali students with a significance level of 000. If the total percentage is added up, it is 78,4 %.

DISCUSSION

Based on the results of the observations in Table 1, the researchers carried out cycles. On the 3rd May 2023 it can be explained that, there is exists interaction skills improvement students although not optimal. The average percentage of yield questionnaire in Cycle I was 50,2 % with the success criteria of Action namely happen 65% increase . Based on the values in Tables 2 and 3 above which were carried out by researchers on May 10, 2023 in cycle II and May 17, 2023 in cycle III to 53 students of class IV MIN 10 Boyolali, there was an increase in yield of 67.8% in cycle II and 78.4% in cycle III.

Based on the results of the Cycle II test which was carried out on Wednesday 10 May 2023 to 53 students of class IV MIN 10 Boyolali, the data obtained contained results lowest 60 and highest 81 . Based on the analysis of the scores of students who got results of less than 65 there were 12 students in Cycle II, this was due to several things including, students had difficulty understanding the sentences contained in the questionnaire, so students experienced confusion in answering the questionnaire questions.

CONCLUSION

The PBL learning method used in Aqidah Akhlak learning activities can improve the social interaction abilities of class IV MIN 10 Boyolali, as evidenced by the results of the

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questionnaires filled in by students. The use of the PBL method was carried out for 3 cycles, can increase ability interaction social as big

Basically the PBL method can improve interaction skills social student class IV MIN 10 Boyolali , as evidenced by the results of the questionnaire student. The use of the PBL method was carried out for 3 cycles. The PBL method can improve students' social interaction abilities starting from pre-action to cycle I by 49.8%, in cycle II it increases to 67.8%, and in cycle III it increases again to 78.4%. The use of the PBL method applied at MIN 10 Boyolali in learning Aqidah morals so that students are more able to optimize the interaction abilities of class IV students.

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