The Need for Problem-Based Learning to Increase Self-Control in Islamic Education Learning in High School

Farida Saifulloh, Sudiyanto, Mohammad Muchtarom

Universitas Sebelas Maret
saif.farida216@student.uns.ac.id

Abstract
Self-control is one of the skills that is needed in the 21st century. Self-control affects students' skills in solving social environmental cues. The main foundation that gives strength to fend off external and internal bad things is the ability to control oneself. Student-oriented learning methods can increase the various abilities of students. The purpose of this study was to identify Problem-Based Learning as a learning method needed to improve self-control abilities in Islamic religious studies in high school. This research method is qualitative research with data collection procedures, data presentation, data reduction, and conclusions. Data were collected using three research instruments, namely observation, questionnaires, and inter-view guidelines. The results of the study show that: 1) The learning method that has been used in Islamic Education learning in high school, namely the expository method and students' self-control is low, 2) The learning method needed to increase student self-control in Islamic Education learning in high school is Problem-Based Learning, which is indicated by the duration of 135 minutes of study hours per week, the characteristics of Islamic Education subject that is relevant to the realities of life and train students to have good morals, the poor quality of Islamic Education Subject with an average learning outcome of 61.55, and 3) Learning methods that can improve students' self-control in Islamic Education learning in high school is Problem-Based Learning by the character values that are formed in this method.
Keywords: *Need, Problem-Based Learning, Self Control, Islamic Education.*

INTRODUCTION

The development of the industrial revolution 4.0 which has affected the field of education provides awareness as well as challenges for educators to adopt learn-ing methods that help students develop competencies (Duch et al., 1998). 21st-century learning is oriented toward developing students' abilities such as critical reasoning, communication, collaboration, creative thinking, innovation, and self-control (Dewi Zakiyatus Sholihah et al., 2022). Self-control is the ability to con-trol thoughts and actions in order to withstand internal and external impulses so that they can act correctly (Borba, 2008). Good ability in composing actions can reduce the potential for deviant circumstances. Constructivism asserts that learn-ing requires self-regulation and the formation of conceptual structures through reflection and abstraction (Haba, 2019; Murphy, 1997). The ultimate goal of the learning process is the ability of students to adapt to their environment.

The interaction of students with their environment can build new knowledge. Learners who are actively involved in the learning process will result in the de-velopment of knowledge (Murphy, 1997). As students who are capable of the 21st century, they must be able to control themselves in acting so that they are in accordance with the prevailing values and norms so that they do not produce deviant behavior. Self-control is needed to assist students in resolving various negative cases that can harm students (Ghufron, M. N., & Risnawita, 2010). Do-ing cognitive considerations before deciding on an action is a form of self-control activity. Good self-control is associated with better performance in school and work, good social functioning and cohesive relationships, reduced vulnerability to crime, delinquency, and drug abuse, and better physical and mental health (de Ridder et al., 2012; Hamilton et al., 2019; Tangney et al., 2018). As for the urgency of self-control ability, namely, as a provision for each indi-vidual to form a pattern of behavior based on moral standards, values, and socie-tal rules in order to lead to positive behavior. Self-control is a basic component of children's moral development (Berkowitz & Grych, 1998; Mukhopadhyay & Yeung, 2010).

Self-control consists of three aspects, namely behavioral control, cognitive control, and decisional control (Averill, 1973). Students must practice self-control in order to be able to complete their daily tasks (Averill, 1973; Baumeister, Roy F., Heatherton, Todd F., Tice, 1994; Baumeister et al., 2007; Baumeister & Heatherton, 1996; Muraven & Baumeister, 2000; Tian et al., 2018). Individual ability to control oneself is the most powerful and beneficial form of adaptation to life in the 21st century (Tangney et al., 2018). However, currently, the capacity to inhibit impulses and determine solutions to various everyday problems is still low. Most personal and social problems are the result of a lack of self-control (Baumeister, Roy F., Heatherton, Todd F., Tice, 1994; Tangney et al., 2018). Many students have difficulty forming patterns of behavior so that there are not a few violations of community values and rules. This observation provides a basis for educators to build a better learning environment so as to improve students' self-control abilities. In addition, the existence of interventions that help students to practice self-control is very important (Patrick & Hagtvedt, 2012; Tian et al., 2018).

Increasing self-control can be done with three activities that are interrelated and provide feedback, including; 1) Goal setting, 2) Monitoring system, and 3) Implementing system (Inzlicht et al., 2014). One of the potential solutions to im-prove personal and professional competencies such as self-control abilities, problem-solving skills, and collaboration skills is to apply Problem-Based Learn-ing (de Boer & Otting, 2011; Lee & Jo, 2023). Problem-based learning environ-ment trains students to formulate goals through problem-solving activities in small group discussions. The simple act of setting specific, challenging, but achievable goals can train better self-control abilities (Latham & Locke, 1991). After the goals are set, students need to

monitor the discrepancy between goals and behavior by paying attention to mistakes and then admitting and accepting their mistakes. As a result, students can compile and re-describe activity plans that must be implemented to suit the objectives.

The Problem-Based Learning method provides an environment to train and promote these skills (Duch et al., 1998) thereby stimulating students to become lifelong learners (Khoiriyah et al., 2015; Koh et al., 2008). In the problem-based learning method, complex real problems motivate students to identify and exam-ine the concepts and principles they need to know to solve problems (Duch et al., 1998). Learners participate actively in small groups to solve complex cases (Loyens et al., 2015).

The Syntax of Problem-Based Learning consists of five stages: 1) Organizing students into problems and hypotheses, 2) organizing students to learn, and 3) Guiding individual or group investigations, 4) Developing and presenting the works and exhibitions, 5) Analyzing and evaluating the problem-solving process (Agustina et al., 2017; Arends, 2012). Problem-Based Learning syntax that is neatly conceptualized in such a way is a ritual that can be used to practice self-control. Thus, Problem-based Learning is an active teaching method that is stu-dent-oriented which emphasizes independent learning in small groups so as to train self-control (Galvao et al., 2014; Lee & Jo, 2023; Sangestani & Khatiban, 2013).

The essence of learning is to produce students whose extensive knowledge, good attitude, strong skill, and can apply it in life to solve their encountered problems (Dwi et al., 2018). That is the importance of the learning method to help students develop competencies. Through Problem-Based Learning, students working in small groups can communicate and integrate information so that it can become a provision for making decisions before acting. According to Alrahlah, A. (2016), through Problem-Based Learning, students develop the skills neces-sary for lifetime learning, such as taking ownership of their education, collabo-rating successfully in teams, and assuming responsibility for their learning (Alrahlah, 2016). Marte Rinck de Boer (2011) highlights that Problem-Based Learning is primarily a process of social and emotional learning, in addition to cognitive learning. It is a process of growth that needs patience as well as careful, ongoing direction (de Boer & Otting, 2011).

The problem of this research are 1) What is the learning method that has been used in Islamic Education learning and how is the students' self-control in high school, 2) How is the portrait of learning method requirement to increase student self-control in Islamic Education learning in high school, and 3) What learning methods can improve students' self-control in Islamic Education learning in high school. Considering the problem, this research is aimed to know: 1) The Learning method that has been used in Islamic Education learning and the students' self-control in high school, 2) The learning method requirement to increase student self-control in Islamic Education learning in high school, and 3) The learning methods that can improve students' self-control in Islamic Education learning in high school. The main objective of this study was to analyze Problem-Based Learning as a learning method needed in Islamic religious learning to increase self-control.

METHODS

This research method is qualitative research with data collection procedures, data presentation, data reduction, and drawing conclusions. Data collection begins with observation, interviews, and distribution of questionnaires (Sugiono, 2013). The subjects of this study were 133 students of class X and 2 Islamic Religious Education Teachers at SMA Batik 2 Surakarta. The data that was successfully collected was then analyzed and then presented descriptively. Data reduction in this study is done by simplifying, grouping data, and removing unnecessary data so as to provide more

specific results. In this way, the process of drawing conclusions can be well structured and have good quality.

RESULTS AND DISCUSSIONS

Clear norms and expectations, succinct instructions, and effective organization are requirements for successful learning centers. Helping students manage their time and involvement is the most frequent difficulty for teachers in learning centers (Arends, 2012). However, the application of learning methods which student-centered is still not implemented properly at this time. Based on the results of observations, the learning method used by Islamic religious teachers has so far been dominated by a method based on the teacher learning method. From the results of interviews with Islamic Religious Education subject teachers at SMA Batik 2 Surakarta, even though they have implemented the Independent Curriculum, the learning method used is an expository method which is still teacher-centered. The teacher actively provides detailed explanations or learning information about the learning material while students follow the pattern set by the teacher carefully. This makes the class conditions less comfortable and interesting for students because monotonous learning makes students bored with these subjects. So that students become lazy and can not receive learning properly. Learning that cannot make students interested and active in learning causes a decrease in students' self-control ability to become their provision in making decisions before acting. Students are indifferent to the urgency of knowledge and the benefits they get. This has an impact on thinking patterns and decisions taken so there are many deviant behaviors committed by students.

This environment demonstrated above requires the teacher's extra attention. However, the expository method has unclear rules and routines to keep lessons going forward and interesting. The expository method is not able to encourage students' self-control abilities because the learning process is one-way and monotonous. The resulting learning environment hinders the development of students' ability to socialize and think critically. Reasoning and problem-solving abilities are the main skills that students must have to act well so that they are able to control themselves when doing activities outside the classroom or school. The self-control of SMA Batik 2 Surakarta students can be seen in Figure 1.
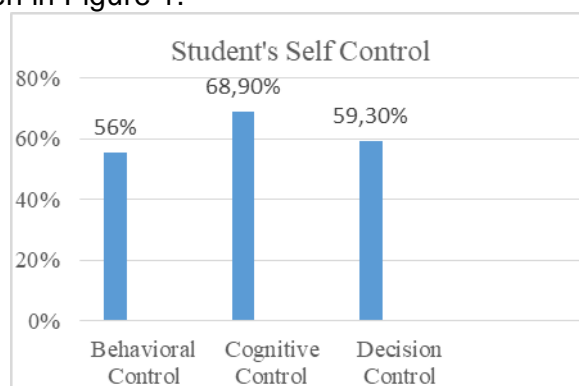

Figure. 1. Self Control of SMA Batik 2 Surakarta students

Based on Figure 1 above, shows that the self-control of class X students in the behavioral control aspect which consists of regulated administrators and stimulus modifiability is (55.5%), the cognitive control aspect which consists of information gain and performing appraisals abilities is (68.9 %), and the decision control aspect which consists of the ability to anticipating events and choosing an action is (59.3 %). Apart from the table which is the result of distributing the questionnaire, students' self-control

can be described from the track record of activities carried out by students while at school which is summarized in Table 1 below.

Table 1. Student Deviant Activities

Time	Students' Activities
Before the lesson	Many students do not attend Tadarus together because they cannot read Al Qur'an.
During the lesson	Some students chatted with their friends and did not pay attention to the teacher's explanation.
While at school	Some students do not wear uniforms according to school regulations
Break Time	Many students ignore the teacher who walks in front of them and then precedes him

Observation result at SMA Batik 2 Surakarta

Figure 1 and Table 1 which are the results of questionnaires distribution and the student activities observation, it can be concluded that the self-control of SMA Batik 2 Surakarta students is low. Students have not been able to dismiss the impulses that come to them. Students experience difficulties in managing initial knowledge as a provision to determine their behavior based on certain standards such as morals, values, and rules in society so that they lead to positive behavior.

High school students spend 10 hours in the school environment every day. They get 3 hours of Islamic education lessons every week with a duration of 45 minutes per lesson hour. Islamic education learning that has been carried out so far has not been able to develop cognitive religious knowledge into knowledge that is full of meaning and value. Students are unable to understand the relevance of Islamic religious studies to social dynamics so they are wrong in responding to a problem and ultimately lacking power in managing life. Even though the knowledge that will be possessed by students is the knowledge that is constructed by themselves. Constructivism theory asserts that prior knowledge and experience that students already have are the main basis for building new knowledge.

The existence of these problems requires Islamic Religious Education teachers to apply learning methods that are able to motivate students in identifying concepts and determining principles to address social dynamics wisely and wisely. The quality of Islamic religious learning can be done by strengthening learning methodologies that are more dynamic-actual and contextual. The role and position of a learning method are very strategic for improving the quality of learning (Lickona, 1991). In the 1960s, Problem-Based Learning was first used in the field of medical education. However, Problem-Based Learning has subsequently been widely used in a variety of academic contexts, including Islamic Education. Numerous academic works affirm that Problem-Based Learning has a favorable impact on students' higher-order thinking and other skills as well as learning results (Lee & Jo, 2023). Problem-Based Learning increased students' performance on theoretical exams, learning attitude, collaborative skills, self-directed learning skills, and problem-solving abilities, according to research by Ding et al. (2014) (Ding et al., 2014). Problem-Based Learning based classes help students

become more self-aware and better at solving problems, which is similar to the research mentioned above that demonstrated the student's need to increase self-control.

The need for Problem-Based Learning in Islamic religious learning can be seen in Table 2. With a meeting duration of 45 minutes X 3 meetings each week, it helps to learn with the Problem-Based Learning method. Outside these hours, teachers can still monitor students' activities because they are in the school environment for 10 hours until 16.00. Under the application of Problem-Based Learning which emphasizes the long-term learning process. In addition, Problem-Based Learning has strong relevance in efforts to teach Islamic education which is responsive to problems, both in personal and social contexts. Students practice to have good morals in Islamic religious learning which are arranged in small groups to discuss and solve problems with each other.

Opportunities for implementing problem-based learning were also obtained from the results of observations which showed that students did not focus their attention on the teacher as long as the teacher explained using the expository method. The noise of students can be felt from every end of the class so the teacher's voice cannot be listened to properly. Chats between students look more fun and form a class atmosphere that is not conducive. Finally, students do not understand the lesson and experience difficulties in exams so they get low scores in Islamic religious subjects. The learning outcomes of students in low Islamic religion lessons are shown in Figure 2. Students in class X.1 get an average score of 59.8, students in class X.2 get an average score of 66.1, students in class X.3 get an average score of 62.5, and class X.4 students get an average score of 57.8. Of all these scores, the average student learning outcome on the subject of Islamic education is very low, namely 61.55.

Table 2. Need for Problem-Based Learning in Islamic education learning

| Aspect	Description of observation result at SMA Bati 2 Surakarta
Activities at school	10 hours.
Lesson Duration	45 minutes X 3 meetings = 135 minutes.
Characteristics of Islamic Education Lesson	a. The subject matter is relevant to the social reality of humans in the environment b. The subject matter trains students to have good morals
Learning Process Quality	a. Students do not listen to the teacher's explanation properly and are engrossed in chatting with their friends b. The teacher's voice is overshadowed by the noise in the classroom c. Islamic education learning outcomes are low with an average score of 61.55
Students	Class X students (15-17 years old) are Adolescents who can develop according to the conditions they face.
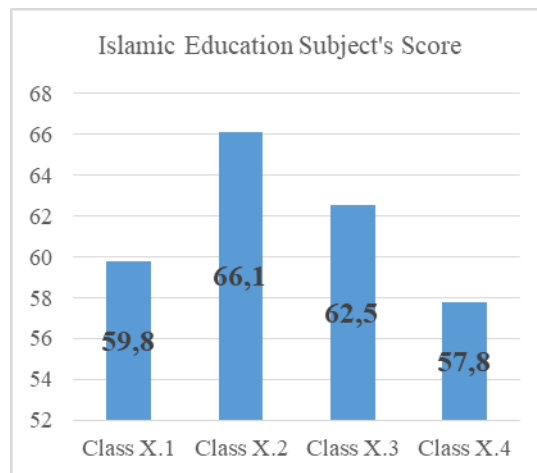
Figure 2. Average of Islamic Education Score

Problem-Based Learning is a powerful teaching method that helps students to increase adaptable knowledge and range of skills, including communication, self-directed learning, problem solving, and collaborative skills(Lee & Jo, 2023). Problem-Based Learning is a learning method that encourages students to communicate their findings, respect friends in discussions, and form an organizational structure so that all students can be responsible for their work. Every decision point taken by students is an opportunity to increase self-control (Mukhopadhyay & Yeung, 2010). According to Lu Liu, et al. (2019), Problem-Based Learning outperformed the teaching method in terms of raising student achievement in areas including self-study, learning interest, teamwork, problem solving, analyzing, knowledge scope, communication, and expression (Liu et al., 2019). Gita Sangestani's research result (2013) explained that learning progress in Problem-based Learning improved application of theory lessons in clinical practice, increased learning motivation, and enhanced educational activity in class (Sangestani & Khatiban, 2013). Thus, problem-based learning has become a learning method solution to improve self-control abilities.

Character values that are formed through Problem-Based Learning, namely, among others; 1) Responsibility, 2) Hard work, 3) Tolerance, 4) Democratic, 5) Independent, 6) Social concern, 7) Nationalism (Taufikin, 2017). These character values are the content of self-control abilities. Research conducted by Haba (2019) shows that the application of Problem-Based Learning to Islamic religious material can form a learning process that is contextual, enjoyable, and leads to meaningful learning. This learning method makes students able to know how they learn to respect other people, awaken their enthusiasm for learning, and make the classroom atmosphere lively and fun(Haba, 2019). The teacher's role is as a facilitator by orienting students to problems, organizing students to study, providing individual/group experiences, developing and presenting work results, and evaluating problem-solving processes. Based on the explanation above, Problem-Based Learning has the potential to be a method that can improve students' self-control in Islamic Education learning in high school.

CONCLUSION

The essence of learning is to produce students whose extensive knowledge, good attitude, strong skills, and the ability to use those skill to address issues as they arise. Problem-Based Learning is a powerful teaching method that helps students to increase students self-control. The results of the research conducted show that 1) The learning method that has been used in Islamic education learning in high school,

namely expository and students' self-control ability is low, 2) The learning method needed to improve students' self-control in PAI learning in high school is Problem-Based Learning, which is indicated by the duration of the lesson hours of 135 minutes each week, the characteristics of Islamic education material that are relevant to the realities of life and train students to have good morals, the poor quality of Islamic education learning with an average learning outcome of 62.5, and 3) Learning methods that can improve self-control of students in PAI learning in high school is Problem-Based. Learning by the character values formed in this method, namely Responsibility, Hard Work, Tolerance, Democratic, Independent, Social Concern, and Nationalism.

REFERENCES

Agustina, K., Kristiyanto, W. H., & Noviandini, D. (2017). Learning Design of Problem Based Learning Model Based on Recommendations of Sintax Study and Contents Issues on Physics Impulse Materials with Experimental Activities. International Journal of Active Learning, 2(2), 68–81. https://doi.org/10.15294/IJAL.V2I2.10802

Alrahlah, A. (2016). How effective the problem-based learning (PBL) in dental education. A critical review. Saudi Dental Journal, 28(4), 155–161. https://doi.org/10.1016/j.sdentj.2016.08.003

Arends, R. I. (2012). Learning to Teach, Ninth Edition. New York: McGraw-Hill.

Averill, J. R. (1973). Personal control over aversive stimuli and its relationship to stress. Psychological Bulletin, 80(4), 286–303. https://doi.org/10.1037/h0034845

Baumeister, Roy F., Heatherton, Todd F., Tice, D. M. (1994). Losing control: How and why people fail at self-regulation. In Clinical Psychology Review. Academic Press. https://doi.org/10.1016/0272-7358(95)90149-3

Baumeister, R. F., & Heatherton, T. F. (1996). Self- regulation Failure. In Psychological Inquiry (Vol. 7, Issue 1, pp. 1–15).

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. Current Directions in Psychological Science, 16(6), 351–355. https://doi.org/10.1111/j.1467-8721.2007.00534.x

Berkowitz, M. W., & Grych, J. H. (1998). Fostering goodness: Teaching parents to facilitate children's moral development. Journal of Moral Education, 27(3), 371–391. https://doi.org/10.1080/0305724980270307

Borba, M. (2008). Membangun Kecerdasan Moral Tujuh Kebajikan Utama untuk Membentuk Anak Bermoral Tinggi.

de Boer, M. R., & Otting, H. (2011). Student's voice in problem-based learning: Personal experiences, thoughts and feelings. Journal of Hospitality and Tourism Education, 23(2), 30–40. https://doi.org/10.1080/10963758.2011.10697004

de Ridder, D. T. D., Lensvelt-Mulders, G., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. Personality and Social Psychology Review, 16(1), 76–99. https://doi.org/10.1177/1088868311418749

Dewi Zakiyatus Sholihah, Naniek Sulistya Wardani, & Aris Kukuh Prasetyo. (2022). The Development of e-Book Based on Problem and Project Based Learning Assisted by Book Creators. JTP - Jurnal Teknologi Pendidikan, 24(2), 258–270. https://doi.org/10.21009/jtp.v24i2.28851

Ding, X., Zhao, L., Chu, H., Tong, N., Ni, C., Hu, Z., Zhang, Z., & Wang, M. (2014). Assessing the effectiveness of problem-based learning of preventive medicine education in China. Scientific Reports, 4(September 2012), 1–5. https://doi.org/10.1038/srep05126

Duch, B. J., Allen, D., & White, H. (1998). Problem Based Learning : Preparing Students to Succeed in the 21 st Century. Teaching Excellence, 9(January 2020).

Dwi, I. N., Sunardi, Anitah, S. W., & Gunarhadi. (2018). The Implementation Of Problem Based Learning Model (PBL) on Teachers and Students Grade Five Elementary Schools in Surakarta City. International Journal of Active Learning, 3(2), 116–123.

Galvao, T. F., Silva, M. T., Neiva, C. S., Ribeiro, L. M., & Pereira, M. G. (2014). Problem-based learning in pharmaceutical education: A systematic review and meta-analysis. The Scientific World Journal, 2014. https://doi.org/10.1155/2014/578382

Ghufron, M. N., & Risnawita, R. S. (2010). Teori-teori Psikologis (p. 202).

Haba. (2019). Implementasi Problem Based Learning Pada Pembelajaran Pendidikan Agama Islam di SMA Pesantren Mazraatul Akhira Kabupaten Pinrang. `1-103.

Hamilton, K., Fleig, L., Henderson, J., & Hagger, M. S. (2019). Being active in pregnancy: Theory-based factors associated with physical activity among pregnant women. Women and Health, 59(2), 213–228. https://doi.org/10.1080/03630242.2018.1452835

Inzlicht, M., Legault, L., & Teper, R. (2014). Exploring the Mechanisms of Self-Control Improvement. Current Directions in Psychological Science, 23(4), 302–307. https://doi.org/10.1177/0963721414534256

Khoiriyah, U., Roberts, C., Jorm, C., & Van Der Vleuten, C. P. M. (2015). Enhancing students' learning in problem based learning: Validation of a self-assessment scale for active learning and critical thinking. BMC Medical Education, 15(1), 1–8. https://doi.org/10.1186/s12909-015-0422-2

Koh, G. C. H., Khoo, H. E., Wong, M. L., & Koh, D. (2008). The effects of problem-based learning during medical school on physician competency: A systematic review. CMAJ. Canadian Medical Association Journal, 178(1), 34–41. https://doi.org/10.1503/cmaj.070565

Latham, G. P., & Locke, E. A. (1991). Self-regulation through goal setting. Organizational Behavior and Human Decision Processes, 50(2), 212–247. https://doi.org/10.1016/0749-5978(91)90021-K

Lee, N., & Jo, M. (2023). Exploring problem-based learning curricula in the metaverse: The hospitality students' perspective. Journal of Hospitality, Leisure, Sport and Tourism Education, 32(March), 100427. https://doi.org/10.1016/j.jhlste.2023.100427

Lickona, T. (1991). Educating for Character. New York: Bantam Books.

Liu, L., Du, X., Zhang, Z., & Zhou, J. (2019). Effect of problem-based learning in pharmacology education: A meta-analysis. Studies in Educational Evaluation, 60(November 2018), 43–58. https://doi.org/10.1016/j.stueduc.2018.11.004

Loyens, S. M. M., Jones, S. H., Mikkers, J., & van Gog, T. (2015). Problem-based learning as a facilitator of conceptual change. Learning and Instruction, 38, 34–42. https://doi.org/10.1016/j.learninstruc.2015.03.002

Mukhopadhyay, A., & Yeung, C. W. M. (2010). Building character: Effects of lay theories of self-control on the selection of products for children. Journal of Marketing Research, 47(2), 240–250. https://doi.org/10.1509/jmkr.47.2.240

Muraven, M., & Baumeister, R. F. (2000). Self-Regulation and Depletion of Limited Resources: Does Self-Control Resemble a Muscle? Psychological Bulletin, 126(2), 247–259. https://doi.org/10.1037/0033-2909.126.2.247

Murphy, E. (1997). Constructivism: From Philosophy to Practice. Journal of Interactive Online Learning, 1–18.

Patrick, V. M., & Hagtvedt, H. (2012). "I don't" versus "I can't": When empowered refusal motivates goal-directed behavior. Journal of Consumer Research, 39(2), 371–381. https://doi.org/10.1086/663212

Sangestani, G., & Khatiban, M. (2013). Comparison of problem-based learning and lecture-based learning in midwifery. Nurse Education Today, 33(8), 791–795. https://doi.org/10.1016/j.nedt.2012.03.010

Sugiono. (2013). Metode Penelitian Kuantitatif, Kualitatif, R&D. Bandung: Alfabeta.

Tangney, J. P., Boone, A. L., & Baumeister, R. F. (2018). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. Self-Regulation and Self-Control: Selected Works of Roy F. Baumeister, April 2004, 173–212. https://doi.org/10.4324/9781315175775

Taufikin, T. (2017). Pembentukan Karakter Melalui Pembelajaran Problem Based Learning. ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal, 5(1), 204. https://doi.org/10.21043/thufula.v5i1.2417

Tian, A. D., Schroeder, J., Häubl, G., Risen, J. L., Norton, M. I., & Gino, F. (2018). Enacting rituals to improve self-control. Journal of Personality and Social Psychology, 114(6), 851–876. https://doi.org/10.1037/pspa0000113