Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.8, No.9, 2017

The Use of Problem-Based Learning Model to Improve Quality Learning Students Morals

Nurzaman

Abstract

Model of moral cultivation in MTsN Bangunharja done using three methods, classical cultivation methods, extra-curricular activities in the form of religious activities, scouting, sports, and Islamic art, and habituation of morals. Problem base learning models in MTsN Bangunharja applied using the following steps: fi nd the problem, de fi ne the problem, Determine the facts, develop provisional estimates, Investigate, Enhance the problem has been de fi ned, concluded alternatives to solving collaboratively, test solutions to problems. The problem base learning and teaching models is proven to improve the quality of the character of students in MTsN Bangunharja. This is evidenced by the results of statistical calculations that generate t values of 26.35, while t table amounted to 1.7109.

Keywords: *moral education*, *problem base learning*

Intruduction

Learners at MTsN Bangunharja Cisaga District of Ciamis regency from the aspect of character did not have a serious problem. However, to build a perfect man as aspired in the Islamic religion, morals learners at the school that still need to be developed and directed towards the realization of the ideals of the Islamic teachings. Moreover, the future of Indonesia is determined by the morals of young people who are now largely education currently studying in various educational institutions. Children or learners that will the future of this country. If they have good morals, it is believed the Indonesian people in the future will also have a noble character. Conversely, if the children are currently attending school was depraved, then the future of this country believed to be dismal as well. Thus, character development for students is something very important and strategic.

In his book, "*Selalu Ada Jawaban Selama Mengikuti Akhlak Rasulullah*", Muhbib Abdul Wahab, states that the conditions and the situation of today's society reactors undergoing a period of transition marked by the appearance of symptoms of social anomalies. Indications social anomaly is a symptom in which values are being abandoned old people, but a new value system that they hope yet been established. Thus, many of the community members who losing grip and ethical and moral reference. According to him, the condition that is already very vulnerable are compounded by weak law enforcement efforts in the community in various Islamic countries.

Based on that reason, Muhbib Abdul Wahab confirms that Muslims need as soon as possible back to the values capable of guiding, leading, guiding and instructing people to go back to the system and values are universal, that is not limited by place and time and the not fade because of the times. If Muslims realize the importance of morals, morality and ethics for its own existence and believe that the multidimensional crisis that never happened because stems from the crisis of morality, ethics and morals; then back to the values of the valuable prerequisite conditions that can not be bargained continuing involvement, Values adiluhung question here is nothing but a value system of Islam thorough (kaffah), as manhaj al-Hayat, reference, and a framework of values the lives of Muslims. Islam as true values is not only good for being the basic morals, morals and ethics, but also because of its universal values make Islam was always favorable and applicable to all people, nations and ages. The values of Islam will never cracked by the hot sun or rotted by rain. With the values of Islam, people will never experience any anomalies, which can cause people to lose grip, references and way of life. Therefore, the values of Islam will always exist, conducive and applicable throughout the Qur'an remains guided as a guide and life guidance. Learners in various educational institutions explore and study the Qur'an will find instructions and life guidance. Instructions and guidance-life guidance embodied in the Qur'an covers various aspects of human life, both concerning the human relationship with the Creator, human beings with human relationships, and the human relationship with nature as a whole. More - Iebih if learners want to study and explore the hadiths of the Prophet, they will find a wide range of advice and noble examples of Rasulullah SAW. Islamic morality, which is based on the Qur'an and the Sunnah of Rasulullah SAW has a height of characteristics

that includes the foundations of human nature and contains references that are practical. As values that are Ilahiyyah, Islamic ethical system has characteristics that are at once more constructed from human values. First, Islamic law are the values, rules and norms of the creation of God Almighty, the One who knows everything that is needed by humans. Islamic value system created in accordance and in harmony with the joints of humanity, bothas human individuals and as a society. Therefore, there may be a conflict between the values of Islam with human nature.

Second, the values of Islam was created with the goal of happiness and well-being of mankind, thus maintained his religion, itself, intellect, honor, and property. Islamic value system always contains a command to do *ma'ruf*, preventing it from being evil deeds, justifies the good and forbid the bad-bad.

Third, the values of Islam are covering all aspects of human life. It covers the whole system of beliefs, ethics, morals, law, thought and science, family systems, economic, social political and others. No one any aspect of human life escapes the reach of the values of Islam. If not regulated in detail, at least there is a foundation that is fundamental and principled. That is the perfection of the Islamic value system that is unmatched by the system and values everywhere.

Advantages of Islamic morality system was unfortunately not fully grounded in the attitude and behavior of Muslims. Reality and the situation of Muslims is still concern. Doubts about because on the one hand Islam community have the lofty values and sublime, namely the Islamic ethical system; but on the other hand Muslims are faced with the reality that sometimes uncivilized society, corrupt, brutal, violent, anarchic, do not care about the law, low solidarity.

Therefore, in facing the future, it should education in Indonesia is directed to a system of Islamic morals by developing learners based on the moral values of Islam, namely the moral values rooted in the Qur'an and Sunnah are always appropriate and in harmony with human and fi fi breeds breed society.

Nevertheless, the moral development of students is not an easy task. The problems related to moral education in educational institutions in Indonesia is not only associated with the psychology of children, environmental conditions, lack of role models in the community, but also related to the learning process of moral education in the classroom. With regard to the aspect of moral education in the classroom learning, has been more moral education based on a learning model that emphasizes the lecture and memorization. Learners are more used as objects of transfer of knowledge concerning the disposition of teachers. Learners are not trained to recognize, understand, and seek to live issues regarding the human character in the middle of life.

Therefore, this study sought to apply the learning model based on the problems or the so-called problem-based learning (PBL) in a matter of learning morals directed to develop moral values of learners.

Problem-Based Learning Concept learning

Problem-based learning model is a learning model that presents a contextual problem that stimulates learners to learn. In classes that implement problem-based learning, the students work in teams to solve real-world problems.

Problem-Based Learning (PBL) is a learning method that is characterized by the presence of the real problems as a context for the students to learn critical thinking and problem-solving skills, and acquire knowledge. Barbara J. Duch and Susan E. Groh states that a PBL curriculum development and instructional system that simultaneously develop problem-solving strategies and the basic knowledge and skills by placing the learners in an active role as a breaker of daily problems that are not well structured.

Model Problem-Based Learning is a learning model approach to the problem of authentic student learning so that students can construct their own knowledge, grow and develop higher skills, the student's independence and to improve confidence in yourself. This model is characterized by the use of real-life problems as something to be learned students to practice and improve critical thinking skills and problem solving as well as gain knowledge of key concepts, in which the teacher's task should focus on helping students achieve self-directed skills. Use problem-based learning in higher-level thinking, problem-oriented situations, including how to learn.

Problem-based learning includes the submission of questions or problems, focusing on the linkages between disciplines, authentic investigation, cooperation and produce work and demonstrations. Problem-based learning is not designed to help teachers provide as much information on students, but aims to help students develop skills and problem solving skills.

Problem-Based Learning is a learning model that focuses on student learning or in other words a student-centered learning. Since its introduction by Barrows in 1969 at the Faculty of Medicine, McMaster, Canada, PBL has been adopted by many educational institutions around the world.

Some of excellence in teaching methods PBL including promoting education of students more active and in-depth development, integration of basic knowledge, preparation capabilities *lifelong learning* (lifelong learning), real experience more, to improve relations between students and faculty, and increased motivation of participants learners.

According to Jill Riley and Ruth Matheson, PBL is built on four principles underlying that constructive learning, independent, collaborative and contextual. Learning is a process of constructive learners construct their knowledge actively. Learning the so-called *self-directed learning* is the learners' active role in planning, monitoring, and evaluating the learning process. Learning Collaborative is learning from the interaction between individuals that may have a beneficial impact. Lessons contextual meant that a learning process is required to be able to describe the situation and environmental conditions where and when this knowledge is used or in other words according to the context.

Implementation of the four principles that learning must be influenced by various factors. The factors that influence the: individual learning principles would automatically affect the implementation of the PBL. For example, Gwilym Wyn Roberts mentioned that most of the controls are in the learning process of students themselves, so that factors learners become very influential in the process of learning in PBL. Maggi Savin-Baden also explained that the role of the tutor as a facilitator and the use of personal time in learning is very important in the implementation of PBL. In collaborative learning, social interaction and the environment is very instrumental in the establishment and development of a person's knowledge.

John C. Cavanaugh recommend more contributes to a better understanding of the four basic theories of learning in the PBL. For that we need a fourth-depth study on the basic theory of learning, one of the factors that affect learners to carry out constructive learning, independent, collaborative and contextual in PBL.

Problem-Based Learning (PBL), which is one model of learning that will help students to improve skills needed in the current era of globalization. Problem-Based Learning (PBL) was first developed by Howard Barrows around 1970 in study medical science at McMaster University in Canada. This learning model presents a real problem for students as early learning and then resolved through the investigation and applied using a problem solving approach.

Some experts provide definitions of Problem-Based Learning (PBL) as follows: Sue Pengelly interpret the Problem-Based Learning as a model of learning that challenges students to "learn how to learn", to work in groups to seek solutions to real-world problems. This issue is used to bind the students curiosity in learning question. Meanwhile, Arends defining problem-Based learning as a learning approach where students are faced with the problem of authentic (real) so hopefully they can draw up his own knowledge, grow and develop high-level skills and an inquiry, the student's independence, and boost her confidence. The Glazer argued problem-Based learning as a teaching strategy in which students actively confronted with a complex problem in a real situation.

Based on some of the description of the meaning of Problem-Based Learning (PBL), it can be concluded that PBL is an instructional model that exposes students to the real world problems to start learning and is one of the innovative learning model that can provide learning conditions enabled to students.

In Problem-Based Learning curriculum, designed problems requires students gain important knowledge, making them adept in solving the problem, and it has its own learning strategies and skills to participate in the team. The learning process uses a systemic approach to solving the problems or challenges that are needed in everyday life. With the model PBL students are expected to gain more skills than knowledge

memorized. Starting from the problem-solving skills, critical thinking skills, ability to work in groups, interpersonal and communication skills, as well as search and information processing skills.

Oon-Seng Tan suggests two things to be used as guidelines in presenting problems. First, the issue should be in accordance with the concepts and principles that will be studied. Second, the problem presented is the real problem, which means that the real problem is in the student's daily life.

PBL learning more priority in the process of learning, where the teacher's task should focus on helping students achieve self-directing skills. Teachers in this model serves as a renderer problem, the questioner, engage in dialogue, to help find the problem, and providers of learning facilities. In addition, teachers provide support to enhance the student's growth and intellectual inquiry. This model can only happen if the teacher can create a classroom environment that is open and guiding the exchange of ideas.

The most important characteristic of PBL learning model that is bring out problem in early learning. According to Oon-Seng Tan, a variety of development has presented a problem-based learning model that has the following characteristics.

1. Submission of questions or problems.

Issue raised in the process of problem-based learning must have the following characteristics.

a. Authentic, that problem must be rooted in real-world life of students rather than rooted in the principles of a particular discipline.

b. ie clearly formulated problem, in the sense of not give rise new problems for students who eventually complicate the completion of the student.

c. Easy to understand, that the given problem should already understood students and tailored to the developmental level of students.

d. Comprehensive and appropriate learning objectives. Size means that the issue must be s e shed covering subject matter to be taught in accordance with the time, space, and resources available.

e. Helpful, namely the issue beneficial to the students as a breaker problem and the teacher as a trouble maker.

2. Focusing on the linkages between disciplines. The problems posed should involving various disciplines.

3. Investigations authentic (real)

In an investigation of the student to analyze and define problems, develop and predicting hypotheses, collect and analyze information, conduct experiments, make inferences, and represent the final outcome.

4. Produce and show it off. Students in charge of preparing results j arnya defense in the form of work and showcase their work.

5. Collaborative. In this model, learning tasks such as problem completed together with other students.

As for some of the characteristics of the PBL process according to Oon-Seng Tan include:

1. Used as early learning problems.

2. Usually the problems that used a real-world problems presented are floating.

3. The problem usually requires perspective mu ma k e j. Solusiny a menun t ut students using the da n get the concept of some previous knowledge ang y t e lah taught a t au interdisciplinary to other ang bi d.

4. Problems keep students challenged to get defenders fig j n in the realm new learning.

5. Prioritize self directed learning

6. Utilize resources of knowledge varied, not of one source.

7. Learning collaborative, communicative, cooperative. Students be working in group, interaction, teach each other *(peer teaching),* and doing presentation.

From some explanation of the characteristics of the PBL process can be concluded that the three elements that are essential in the PBL process is the existence of a problem, student-centered learning, and learning in small groups. In the process, learning Problem-Based Learning (PBL) based on the constructivism learning theory, the theory of cognitive development and learning theory Jerome Burner invention.

1. **Theory Learning Constructivism**

New theories in educational psychology are grouped in learning theory of constructivism. The constructivist theory states that students must find their own and transform complex information, check the new information with the old rules, and revise them if the rules are not appropriate. For students to truly understand and can apply the knowledge, they should work to solve the problem, finding everything yourself, and strive hard with his own ideas. According to this constructivist theory, the principle of the most important in educational psychology is that teachers do not merely impart knowledge to students. Students had to build their own knowledge in his mind. Teachers can provide convenience to this process by allowing students to find or implement their own ideas and to teach students to become aware of and consciously use their own strategies for learning.

2. Theory of Cognitive Development

Patama cognitive learning theory introduced by Piaget. According to him, cognitive development is largely determined by the child's active manipulation and interaction with the environment. Piaget sure that the experiences of physical and environmental manipulation is vital to the development changes. Meanwhile, Gail Boniface found social interaction with peers, especially arguing and discussion helps clarify thoughts that eventually load it becomes more logical thinking. According to Piaget's theory, every individual at the start of the newborns until adulthood through four levels of cognitive development. Four levels of cognitive development that include:

1. Sensory-motor (ages ranging from birth to 2 years)
2. Pre-operational (ages 2 to 7 years)
3. Operational concret (ages 7 to 11 year)
4. Operations formal (age 11 up to adult)

Piaget's theory of development, looking at cognitive development as a process in which children actively construct a system of meaning and understanding reality through insights and their interactions.

3. Theory of Invention Jerome Bruner

The most underlying learning theory PBL learning is learning theory discovery developed by Jerome Bruner in 1966. Bruner considers that the study in accordance with the invention actively search for knowledge by humans, and by itself gave the best results. Own to seek solutions and the accompanying knowledge, generate knowledge that is really meaningful.

Bruner suggested that students should learn through active participation with the concepts and principles, so that they are encouraged to gain experience, and conduct experiments that allow them to discover the principles themselves.

According to Lyn Westcott, Alison Seymour and Sarah Roberts, the implementation of the model Problem-Based Learning (PBL) consists of 5 stages of the process, namely:

The first stage, is the orientation of students in trouble. At this stage the teacher explains the purpose of learning, explains the necessary logistics, motivate learners to engage in problem-solving activities, and pose a problem.

The second phase, organizing learners. At this stage the teachers divide the students into groups. Help learners defining and organizing learning tasks related to the problem.

The third stage, leading the investigation individual or group. At this stage the teacher encourages students to gather necessary information, carry out experiments and investigations to get an explanation and problem solving.

The fourth stage, develop and present the results. At this stage the teachers assist students in planning and preparing reports, documentation, or models, and help them share the duties with fellow friends.

The fifth stage, analyze and evaluate the process and results of problem solving. At this stage the teachers assist learners to reflection or evaluation of the process and results of the investigation they do.

The five stages are done in the implementation of this PBL models can be seen in the table below.

stages of Learning	Teacher activity
stage 1 Orientation of students in trouble	Teachers explain the purpose of learning, explains the necessary logistics, pose a problem phenomena or demonstrations or stories to reproduce the problem, motivating students to engage in problem-solving activities
phase 2 Organizing learners	The teacher divides the students into groups, helping students defining and organizing learning tasks related to the problem.
stage 3 Guiding the individual and group investigation	Teachers encourage students to gather the information needed, carry out experiments and investigations to get an explanation and problem solving.
stage 4 Develop and present	Teachers assist students in planning and preparing reports, documentation, or models, and help them share the duties with fellow friends.
stage 5 Analyze and evaluate the process and results of problem-solving	Teachers help students to undertake reflection or evaluate the process and results of the investigation that they did.

As a model of learning, Problem-Based Learning (PBL) has several advantages, including:

1. Challenging students' abilities and give satisfaction to find new knowledge for students.
2. Increasing motivation l d an activity learning student teachings.
3. Helping students in transferring students knowledge for understanding the real world issue.
4. Helping students for improve new knowledge and responsibility in the learning they do. In addition, PB L can encourage students to do self evaluation the better the results and learning.
5. Develop students' ability to think critically and develop their ability to adapt to new knowledge.
6. Give students opportunities to apply his knowledge in the real world.
7. Develop students' interest in continuous learning even learn formal education has ended.
8. Help students master the concepts learned in order to solve real world problems.

Besides the above advantages, PBL also has some disadvantages, among others:

1. When students have no interest or no confidence that studied the problem difficult to solve, then they will not feel to give it a try.
2. For some students believe that without an understanding about, materials needed to resolve the problem why they should strive to solve a problem that is being studied, then they will learn what they want to learn.

Research methods

This type of research is quantitative. The method is the experimental method. Experimental study is a study that answers the question "if we do something in a strictly controlled conditions then what will happen?". To find out if there are changes or not. In a tightly controlled circumstances then we need to be treated in these conditions and it is this which is done on experimental research. Therefore, experimental research can be regarded as the research methods used to find a specific treatment effect against the other in a runaway condition.

According Sugiono, research experiment was a study in which found at least one variable that is manipulated to study the cause-effect relationships. Therefore, experimental research in close relation to test a hypothesis in order to seek to influence, relationships, and differences imposed changes to the treatment group.

Meanwhile, Fred N. Kerlinger, said the experiment is a research study of a systematic, logical, and thorough in control of the condition. In other understanding, experimental research is research by conducting experiments on the experimental group, the experimental group each subject to certain treatments with conditions that can be controlled.

Thus, an experimental study in principle be defined as systematic method in order to establish that contain causal phenomena. The experimental method is an experimental design (with every step actions that truly defined) to obtain information related to or necessary in addressing issues raised in the study. Experimental method can be defined as a planned detailed activities to generate data to address an issue or something to test the hypothesis. An experiment will be successful if the manipulated variables and the type of response is clearly stated in the hypothesis, also the conditions to be controlled is right.

Design or experimental design used is the *control group pre and post-test* or experimental design using two group (experimental group and control group) that both groups were given two tests *(pre-test* and *post-test).*

In this study, the experimental method is intended as an experimental design to obtain information related to or necessary in addressing issues raised in the study. Design or experimental design used in this study is a *pre-test* and *post-test* or experimental design using a single group (experimental group) in which the group was given two tests (*pre-test* and *post-test*). Experiments groups receiving treatment Problem Based Learning model for 2-3 months in the subject of Islamic religious sciences. Before the experimental activities carried out, the experimental group measured sociopathic behavior (*pre-test*) in the learning of Islamic religious sciences. After 2-3 months of activity of the experiment, both groups re-measured the behavior of character (*post-test*). During the experiment, the researchers also make the observation of learning activities of students. The data obtained through observation during the experiment was used as additional data to supplement primary data obtained through the pretest and posttest.

The experimental procedure is done with taking steps as follows:

1. Doing inductively study that closely related the problem are to be solved.
2. Identifying and defined problems, in this case, The issues examined are: (a) whether there are differences in the quality of the character of students in a group experiment between the before and after in applying it Learning model Problem Based on the subjects of Islamic Education in MTSN Bangunharja Sub district Cisaga District ? ; (B) Is the quality of the character of learners differ between groups treatment Learning model Problem Based with a group who were not given treatment Problem Based Learning model (control group) in the subjects of Islamic Religious Education in MTsN

Bangunharja District of Cisaga Ciamis?; (C) Is the character quality participants a group of students in the experiment has increased significant right after given treatment model of Problem Based Learning in establishing subjects Education Religion of Islam in MTsN Bangunharja, Cisaga Ciamis District? ,

3. Conducted a study of the literature and some relevant sources, formulating hypothesis of the study, determining variables, and formulate definition of the operational and definition. Hypothesis is examined in this research are:

a. First, found difference morals quality as well as students in groups of experiments before and after the implementation of the model Problem Based Learning on the subjects of Islamic Religious Education MTsN Bangunharja of Ciamis District .

b. Second, the quality of learners morals differ between the groups were given treatment Problem Based Learning model (experimental group) with the group not given treatment. Model Based Learning Problems (control group) in the subject of Islamic Education in MTsN Bangunharja of Ciamis District.

c. Third, the moral quality of students in the experimental group experienced increased significant once treated a model of Learning Based Ma wrong in the process of learning a mop eyes just r 's Religious Education Islam in MTSN Bangunharja of Ciamis District.

4. Make a study plan which include the following activities: [1] Identify external variables that are not required, but allows the contamination process of experimentation; [2] Determine how to control; [3] Selecting the appropriate study design; [4] Determining the population, selecting a representative sample, and select a number of study subjects; [S] Dividing the subjects in the control group and the experimental group; (6) Make instruments, validate instruments and conduct a preliminary study to be acquired instruments that meet the requirements to take the data that is required; and [7] identification of data collection procedures and test hypotheses.
5. Carry out an experiment, by giving treatment or treatment in the experimental group, while the control group was not given special treatment and using the usual learning model (conventional). Procedures for granting treatment with Problem Based Learning model explained in the following section.
6. To collect the raw data and the experimental process.
7. Organizing and describing data in accordance with predetermined variables.
8. Analyze your data and perform tests of significance with the relevant statistical techniques to determine the stage of the significance of the result.
9. To interpret the results of the formulation of conclusions, discussion, and report generation.

Research result

In this study, the hypothesis being tested is: H1 = "Application Problem-based learning models affect the moral quality of students in the District Bangunharja MTSN Cisaga Ciamis regency"

Testing of these hypotheses using *T-Test for Two Paired Variables* . The use of this test due to the necessary requirements are met, that is, both normally distributed variables.

By using SPSS version 20 Test-T for test Two Variables

Pairwise produces t value amounted to 26.35 (minus sign [-] ignored) and df 24 with a probability value (Sig) 0.000. T value of 26.35 is called with a value of t_{count} . Furthermore, the value of t_{count} will be compared with the value t_{table} . Provisions making the conclusion is:

1) If t_{count} is greater than t_{table}, the null hypothesis is rejected and the working hypothesis is accepted.

2) If t_{count} is smaller than t_{table}, the null hypothesis is accepted and the working hypothesis is rejected. To determine the value of t_{table} , which needs to be determined is df (degree of freedom), ie 24 and α (alpha) of 0.05. With df = 24 and α = 0.05, t value $_{table}$ is 1.7109.

Therefore the value of $t_{arithmetic}$ = 26.35 is much larger than t_{table} (1.7109), the null hypothesis is rejected and accepted work hypothesis. Thus, it is evident that Problem Based Learning model can improve the quality of learners' character in MTsN Bangunharja of Ciamis District.

The results showed that the Problem Based Learning model signi fi cantly improve the quality character of learners in the District Bangunharja MTSN Cisaga Ciamis District.

The conclusions obtained from testing of working hypotheses proposed, in which the proposed working hypothesis is accepted. This hypothesis indicates that there is a moral quality improvement learners from before and after the treatment given to the Problem Based Learning model. Before you receive treatment with Problem Based Learning model the average quality of the morals of learners is 69.32. While after being treated with Problem Based Learning model, the average quality of the morals of students jumped to 79.76.

The question is why Problem Based Learning model significantly enhance the quality of learners' character? This is because the model of Problem Based Learning has a number of advantages, namely:

First, Problem Based Learning model is a model of learning that emphasizes the development of cognitive, affective, and psychomotor are balanced, so learning through this model is considered to be more meaningful.

Second, Problem Based Learning model can provide opportunities for students to learn according to their learning styles.

Third, Problem Based Learning model is a model of learning that is considered in accordance with the development of modern psychology that consider learning is a process of change in behavior due to their experience.

Fourth, Problem Based Learning model can serve the needs of students who have the capacity above the average, which means that students who have good study skills will not be obstructed by students who are weak in learning.

Fifth, using Problem Based Learning model, then learning becomes more alive and can make students active.

Sixth, Problem Based Learning model to establish and develop basic concepts to students.

Seventh, Problem Based Learning model can help in using memory and transfer the new learning situation.

Eighth, Problem Based Learning model can provide a time students sufficiently so that they can assimilate and accommodate the information.

Ninth, Problem Based Learning model encourages students to think and work on his own initiative, to be honest, objective, and open.

Tenth, using Problem Based learning models, it may shy away from the traditional way of learning, the teacher master class.

Eleventh, Problem Based Learning model allows students to learn by utilizing a variety of learning resources.

Twelfth, Problem Based Learning model to train students to learn on their own with the positive so that it can develop democracy education.

With the strengths that Problem Based Learning model can effectively enhance the moral quality of students in learning activities. In addition, this model is also believed to be able to encourage students to think scientifically and in solving problems. Basically, the inquiry is firmly attached to the behavior of human nature. Everyone makes the search process from birth to death. It was very noticeable though not aware of it. A baby, for example, do a search when approaching recognize people's faces, holding objects, putting objects in the mouth, and turned towards the sound. Similarly, in children, in their minds always arise questions and followed by attempts to answer. When a child aged 4 year saw a toy he wanted to know what the toy is and always wanted to dismantle it as an effort to find out. No wonder that at that age rarely durable toys. With the increasing age of the child, the more questions about the phenomena encountered in everyday life. Unfortunately, when a child grows bigger, attempts to answer the question hampered by fears and limitations. When a student age 12 wanted to know why TV can display live images, they collided with limited capabilities and the means to find out. When this happens then the ability to scan in less developed children to adults. For that reason it should become a model search model included in the study primary teaching Islamic Education.

Through the Problem Based Learning model students are trained to apply the scientific process. They should take their own conclusions based on the results if the data receipt. In this model, students are trained to understand something in depth with it's own way. By finding his own students do not just learn to remember but also to understand it.

According to a standard institution in American education, problem-based learning is a learning that involves students in a questioning activity, data analysis, and critical thinking. In Problem Based Learning students at all levels have the opportunity to practice research to improve the ability to think and behave scientifically includes asking questions, plan and conduct research, using the tools and techniques of collecting data, think critically, think logically about relation between evidence and explanations, build and analyzing the explanations and communicate scientific arguments.

Through the Problem Based Learning model, an event used learning activities for students to answer the research questions through scientific methods. The most authentic search activity is when students answer their own questions through analysis of the data it collects itself independently. Nevertheless there is still classified as a search when the activity shaped answered questions and process the data that has been provided, all students still perform analysis and formulate conclusions independently. So the main activity is the Problem Based Learning on the activity analysis of data obtained through exploration activities.

Conclusion

From the results of research and discussion, this research concluded learning model Problem-Base Learning proven to improve the quality of learners' character in Bangunharja State MTs Cisaga of Ciamis District. This is evidenced by the results of statistical calculation using the Test-T for Two Variables Pair (*T-Test for Two Paired Variables*). The test results produce value $t_{arithmetic}$ amounted to 26.35, while t_{table} amounted to 1.7109. Because the value of $t_{arithmetic}$ [26.35] is much greater than t_{table} [1.7109], the null hypothesis is rejected and the working hypothesis is accepted. Thus, it is evident that Problem Based Learning model can improve the quality of learners' character in MTsN Bangunharja Cisaga of Ciamis District.

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Author History : Professor Nurzaman. Hi is Professor at the Department of Arabic/ Islamic Education, Faculty of FPBS UPI Bandung. His Bachelor degree Arabic Language Department in IKIP Bandund, Master Degree Islamic Study in State Islamic University (UIN) Jakarta, and Doctoral Degree Islamic Study in State Islamic University (UIN) Jakarta