PROBLEM SOLVING METHOD MANAGEMENT TO IMPROVE THE QUALITY OF PAI LEARNING (Qualitative Study on PAI Learning at SMK Negeri 10 and SMK Negeri 14 Kota Bandung)

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Abstract

The development of science and technology must be balanced with an increase in the quality of learning in the world of education. The quality of learning becomes low when educators only stick to conventional teaching materials. Strengthened by the existence of Islamic Education teachers delivering teaching materials with the lecture method so that the learning process feels boring, monotonous and less attractive to students. So it is necessary to choose the right learning method in the learning process, one of which is the problem solving method. The problem solving method is interactive learning using one that can improve the quality of learning with active, innovative, creative, effective, and fun learning (PAIKEM) as well as being happy and having weight (Gembot). The purpose of this study is to determine the planning, implementation, evaluation, impact and supporting and inhibiting factors along with their solutions. With the aim of this research, the researcher asked a research question on how to manage problem solving methods to improve the quality of Islamic education learning. To clarify the background, the authors describe management, the quality of learning, problem solving methods and PAI. The description of the results of this study shows that the problem solving method in Islamic Education learning is very popular and understood by students with learning indicators using group discussions and independent tasks in completing case studies. As for infrastructure, the ability of educators and students are supporting and inhibiting factors in learning problem solving methods. The conclusion of this research is that the problem solving method is able to improve the quality of Islamic education learning with indicators of cognitive, affective and psychomotor enhancement.

Keywords: Management, Problem solving Method, Quality of learning, Islamic Education.

INTRODUCTION

As Prastowo in Odik Sodikin, 'The development of science and technology must be balanced with the development of the quality of learning in the world of education. The quality of learning becomes low when educators only stick to conventional teaching materials without the creativity to present the teaching materials' (Sodikin, 2019. p.1).

The learning process, which usually uses the lecture method, is presented less attractively by educators so that the process of conveying ideas and aspirations of students is still low, because the learning process is fully controlled by the educator, students do not have the opportunity to explore the potential that exists within them. Students tend to sit and listen when the educator delivers the subject matter.

The use of inappropriate methods in the learning process results in student activity in the classroom becoming less and hindered, so that students' understanding of the material presented cannot be fully absorbed so that learning outcomes are reduced. The use of inappropriate methods can lead to boredom, poor understanding and monotony, and students are less motivated to learn. Furthermore, learning using the lecture method makes students less inspirational. The same thing was stated by Ginting that the lecture method has shortcomings, namely: "less inspirational will reduce students' enthusiasm for learning, very dependent on the ability of educators and one-way communication" (Ginting, 2008. p.43).

Another phenomenon in the field shows that there are several weaknesses of educators in the learning process. One of these weaknesses is that there is no preparation when teaching. Educators must always remember that teaching without preparation is an action that can harm student development.

Regarding how the steps in answering a problem scientifically, rationally and systematically, the writer will discuss it in the sub-chapter below. "The purpose of learning with problem solving is so that students can use the broadest possible thinking (ratio) to the maximum point of their comprehension. So that students are trained to continue thinking by using their thinking skills " (Armai, 2002. p.101).

In general, students who think rationally will use the principles and basics of understanding in answering questions and problems. In rational thinking students are required to use logic to determine cause and effect, analyze, draw conclusions, and even create laws (theoretical rules) and predictions.

From the various opinions above, the problem solving method or often referred to as the problem solving method is a way of teaching that stimulates a person to analyze and synthesize in a unified structure or situation in which the problem is, on their own initiative. This method requires the ability to be able to see the cause and effect or the relationships between various data, so that in the end it can find the key to opening the problem.

Based on preliminary observations at SMKN 10 and 14 Kota Bandung, the authors found that the two schools have used problem solving methods seen from the vision and mission and lesson

plans associated with teaching and learning activities in class and religious activities outside the classroom at the two SMKNs. Various student activities at the two SMKNs proved early on the existence of problem solving methods in the learning process both in class and outside the classroom. So that the authors are interested in researching both SMKN in terms of PAI learning management.

Islamic Religious Education at the Vocational High School (SMK) level has a very important role. Through Islamic Religious Education students are expected to be able to fortify themselves from behavior and deviant actions that are not in accordance with the teachings of Islam. Islamic Religious Education can open knowledge, understanding and assess good and right actions and can provide advice on factual phenomena both orally and in writing.
Islamic religious education has an influence on faith and piety for students through various religious activities. Through activities such as da'wah activities, qurbani training, religious discussions and others it can increase one's religious value. In addition, it can become a bulwark against moral degradation, ethical and polite signs as well as a guide to life in schools, families and communities.

Based on the above context, researchers are interested in conducting research with the theme: "Management of Problem Solving Methods to Improve the Quality of Islamic Education Learning in SMK Negeri 10 and SMK Negeri 14 Kota Bandung".

METHOD

The research method used in this research is descriptive qualitative analysis. This method is used to provide a systematic, factual and accurate picture or painting of facts, as well as the relationship of the phenomena being investigated at SMK Negeri 10 and 14 Kota Bandung. This research method intends to describe objectively and systematically the management of problem solving methods in improving the quality of learning in SMK Negeri 10 and 14 Kota Bandung (Sugiyono, 2010).

RESULT AND DISCUSSION

The results showed that interactive PAI learning with problem solving methods could improve the quality of Islamic Education learning. Increasing the quality of learning can be seen from the cognitive (knowledge ability), affective (attitude) and psychomotor (skills) aspects. Quality improvement can be said to be successful if management is carried out correctly and correctly. Management of problem solving learning methods starts from planning, implementation, evaluation, impact and supporting and inhibiting factors and their solutions.

The analysis in this study starts from the planning carried out by Islamic Education educators with the aim of making it easier to achieve predetermined learning objectives. Interactive learning planning with problem solving methods held at SMK Negeri 10 and 14 Kota Bandung refers to the 2013 curriculum (Depdiknas, 2003). Both schools have school curricula, this is in line with the explanation in Permendiknas No. 19 of 2007 concerning Education Management Standards, namely, schools / madrasahs compiling an educational / academic calendar which includes learning schedules, exam tests, extracurricular activities, and holidays. The preparation of the education / academic calendar is based on Content Standards, contains school / madrasah

activities for one year and is detailed in semester, monthly, weekly which is decided in a meeting of the board of educators, school committee and determined by the principal of the school / madrasah and known by the West Java Education Office . Then the two schools compile schedules, and subjects that are scheduled for odd and even semesters.

PAI educators carry out interactive learning planning with problem solving methods in accordance with the principle steps of RPP preparation, namely applying information and communication technology as stipulated in Permendiknas No. 41 of 2007 concerning Standard Process, namely RPP prepared with the consideration of the application of information and communication technology in an integrated, systematic and effective manner in accordance with the situation and conditions. This identifies that learning Islamic Education is not only in the sense of knowledge, but must strive to access, use, and apply the multimedia interactively with various kinds of animation and audio-visual media as an attractive learning method and foster learning motivation in creating superior competencies.

Therefore, interactive learning planning with problem solving methods, PAI subjects have been directed to how to create an active, innovative, creative, effective, fun, joyful, and weighty learning process so that students can achieve the PAI competencies as expected. Educators in preparing a learning implementation plan must refer to the syllabus as described in Permendiknas No. 19 of 2007 concerning Education Management Standards. After the educator prepares the lesson plan, the educator should carry out or implement the learning plan. In interactive learning with problem solving methods for Islamic Education subjects, it is hoped that students will know every lesson in accessing the internet because it will make it easier to find learning materials / materials that will refer to active, innovative, creative, effective, fun, joyful, and weighty learning and can fostering the sensitivity of students to the surrounding environment. This is in line with Government Regulation no. 19 of 2005 concerning National Education Standards No. 19 paragraph (1).

At first, the learning plan for the even semester 2020/2021 was offline based on Permendiknas No.41 of 2007. However, when the Covid-19 pandemic hit Indonesia around March 2020, it changed learning in schools that were originally planned to be offline to online. The learning planning system or RPP has also changed according to the current pandemic conditions. This decision is based on the Ministry of Education and Culture Circular Letter No.15 of 2020 regarding home learning guidelines in the emergency period of the spread of the corona virus. As a result, the lesson plan (RPP) through online media.

In sequence, learning planning is based on the sequence, namely the 1945 Constitution concerning national education, the Education Law, Curriculum, Syllabus, Learning materials, Annual Programs, Semester Programs, Ministry of Education and Culture Circular No.15 of 2020, RPP, Weekly and Daily Programs. The education law contains reference standards for educational rules that use 8 standards, namely content standards, educators and education personnel, processes, facilities and infrastructure, costs, graduate competencies, educational management and assessment. Meanwhile, the Ministry of Education and Culture Circular Letter No.15 of 2020 has previously been explained referring to learning with the BDR system (Learning at Home).

Then the authors analyze Islamic Education educators on the implementation of interactive learning with problem solving methods using information technology, this is a demand for the

implementation of learning in the classroom which must use, apply, access, and master learning methods with information technology in good learning steps and right. The implementation of learning is currently using online media.

The implementation of learning using online media with the Teaching and Learning Activities (KBM) consists of opening, filling and closing activities. The opening activity consists of a concept map and an introduction. Concept maps are a way of presenting information in the form of a systematic and connected concept. The objectives of the material concept map are:
  a. Briefly describe the material
  b. Make it easy for students to understand material globally
  c. Describes how much material will be covered

The introductory activity is in the form of apperception, namely the delivery of motivation to students as outlined in a chat or whatsapp video call. The perception that is carried out can provide very high motivation so that it is able to achieve the learning objectives that have been set by conditioning students in a conducive learning situation, so that students are more focused in implementing the learning. In the apperception that has been implemented, there is communication between educators and students so that they can play an active role in learning. In apperception activities, educators also convey learning objectives to be achieved after learning is complete.

The core activities carried out by PAI educators at SMK Negeri 10 and 14 Kota Bandung are carried out with reference to the Process Standards set by the government, namely:
  a. observe
  b. ask
  c. explore and. associate
  d. communicate.

This stage is passed by students with interactive learning with problem solving methods. Based on this description, almost all interactive learning carried out by PAI educators at SMK Negeri 10 and 14 Kota Bandung is closer to the implementation of interactive multimedia learning theory, especially core activities. Given that currently there is still a covid-19 pandemic, the core activity is a form of online group discussion and independent assignments. The objectives of these two types of tasks are clearly two different things. Students are given a problem then students are required to find a solution either independently or in groups. The form of the assignment can be in the form of written problems, pictures or videos. As a group, students are required to solve problems together even though they are online. The division of duties of each member has been arranged based on prior agreement. The implementation of online group discussions can generally be done during online learning subjects or separately. What is meant by separate discussion is a group discussion conducted by each group without involving educators. However, students hold discussions to find solutions. While private assignments that students must be able to analyze cases and provide suggestions for solutions independently. Independent learning is a learning activity carried out by yourself using the mind and thoughts of the individual. For group discussions through online students present the results of the discussion with a PPT. For SMK Negeri 10 Kota Bandung, the form of group discussion through google class room and google class room is delivered in the form of chat in learning groups and other students respond by chatting. The advantages of students can be many, namely one class and educators easily evaluate learning by looking at the chat of

students. For SMK Negeri 14 Kota Bandung, the media for group learning uses whatsapp video call where the percentage of group assignments goes directly to the educator. This is because the maximum number of video calls is only four people. But the drawback is that other groups cannot respond to the discussion. The positive thing is that the material conveyed is directly responded by educators. For the independent assignments for both SMKs, the problems solving method is the same, which is done by each individual and then the answer is written by hand.

From the two schools that the researchers noticed, they have implemented learning with problem solving methods, where when students present the results of group discussions they respond and find solutions. The results of the discussion are products that are produced from the work of students. With the percentage results can provide a strong motivation so that they feel appreciated for the results of their hard work.

Of the several learning implementation activities that have been carried out by Islamic Education educators with regard to Islamic Education learning with problem solving methods, which in essence have carried out interactive learning properly according to the principles of the lesson plan.

The closing activity in the implementation of Islamic Education learning ends with the conclusion of the material that has been studied. After concluding, the educator provides an evaluation and reflection of each group and individual learning outcome. Giving assignments to students is carried out at the end of the lesson and students say goodbye. From the series of implementation of Islamic education learning provides meaningful learning to students and can explore potential so that students can have benefits.

Table 1:
The difference between the implementation of the online RPP between the Ministry of Education and Culture SMKN 10 and 14 Bandung City

No	RPP (online) SMKN 10 and 14 Bandung City	Ministry of Education and Culture No.15 of 2020
1	Using online tools .	Can use online and offline facilities .
2	Learning media facilities via google class room and whatsapp video call and chat (internet).	Radio, TV, internet learning media and website links .
3	Demanding the delivery of all material because of online media learning	Does not demand that all materials be conveyed due to pandemic conditions .
4	Learning activities for students are suggested to be assisted by parents .	Learning activities of students are required to be assisted by parents .

Analysis of the

evaluation of learning activities with problem solving methods can be seen from oral tests, worksheets, performance appraisals and portfolios. The oral test was carried out in the form of memorizing Al-Qur'an Q.S Yunus: 40-41 and Q.S Al-Maidah: 32. The nature of memorization can be evaluated from recitation, reading method and reading fluency. The knowledge of tajwid which is commonly discussed is idhar, ikhfa, iqlab, idgham, alif lam syamsiyah and alif lam qomariyah, ghunnah and others. Memorizing the Al-Qur'an is a noble act because it can be more rewarding than reading the Al-Quran. Reading the Al-Qur'an can be rewarded, let alone being able to memorize. Rasullulah suggested that every Muslim should be diligent in reading the Al-Qur'an apart from being a guide for life, it can also be a help both in the new world and in the hereafter. Memorization activities basically preserve the Al-Qur'an from the time of the Prophet until now. This memorization activity increases intelligence in memory, especially if you understand the meaning, of course you will be very deep in understanding its meaning. Understanding the meaning of the Qur'an will increase faith, spiritual and emotional intelligence. So that our spirituality will be awake from things that are not good.

LKS containing assignments for subjects according to the number of meetings. It is written in the form of writing Q.S Yunus: 40-41 and Al-Maidah: 32 along with the law of recitation. Students are trained to write and analyze the law of recitation of each word. Students will be critical of the questions given. In addition, the assignment of hadiths about tolerance is also listed in the worksheet. Students are trained in addition to understanding tolerance material based on the Al-Qur'an as well as from the hadiths delivered by Rasullulah SAW. The source of Islamic law other than the Qur'an is the hadith. Hadiths are words, behavior and deeds that become hadiths which are used as life guidelines for every Muslim. Through these activities students are expected to know some hadiths related to tolerance. Apart from that, the worksheet also contains pictures related to tolerances. Students are asked to identify, observe, explain this phenomenon and solve the problem so that students get used to solving problems including problems around their life. In the future the problem is definitely complex if there is no special handling it will become a social problem later. If participants are not trained since school with problem solving methods, they will have difficulty solving problems in the future, both simple and difficult ones.

A portfolio contains tasks that are bundled together. This portfolio serves as evidence of authentic evaluation of the learning process. Authentic evidence is concrete evidence that can be proven true so that the results can be justified. The contents are in the form of teaching materials, journals, individual assignments, groups and other assignments collected into one.

From the results of the existing documentation study, the results of the evaluation have given meaning to students. PAI interactive learning with problem solving methods makes it easy for educators and students to achieve the expected learning goals so that the students' PAI competences can increase. This is indicated by the increased activity of students during the learning process. They are motivated to communicate with peers as well as with educators. On the other hand, they are very enthusiastic and happy when facing various assignments in class given by educators, both in the form of performance tests and in the form of assignments.

Systematic arrangement of this portfolio to facilitate examination of assignments by educators. If this completeness is lacking, it will affect the value of report cards and worksheets. Worksheets that contain students' assessments of their attitudes during the learning process.

The performance appraisal is an assessment and evaluation of the achievement of the objectives of the subject matter on certain tasks. At SMKN 10 and 14 Bandung, especially in the material of tolerance, there are five performance assessments, namely PPT, group discussions, BTQ QS Yunus activities: 40-41 and Al-Maidah: 32, looking for journals about tolerance in terms of the Qur'an and Hadith and on the LKS. Its components consist of the aspects assessed and the scores obtained. For more details, see the attachment.

Analysis of the impact of learning problem solving methods in class X1 students of SMKN 10 and 14 Bandung, namely the increase in cognitive, affective and psychomotor abilities. These three abilities are fundamental that every student must have. The intelligence of students can not only be determined through intellectual but also emotional and spiritual. Indicators of increasing cognitive abilities, namely :
   a. Think critically about a problem.
      It can be seen during the discussion that students think to discuss solutions to cases of tolerance between religious communities. Think rationally with data and facts in the field in expressing opinions.
   b. Identify the problem.
      Students can recognize and determine problems from images or videos displayed by educators. Learners can do this by simply watching, listening and taking notes.
   c. Analyze
      Students will analyze images, video or sound into descriptive narratives.
   e. Remember
      Can be measured from the questions and answers of educators with students
   f. KKM completeness can be fulfilled
      The value of the Islamic Education subject in one of the students exceeded the KKM from 75 to the smallest in the 80s and the highest in the 90s.
      Not only cognitive abilities are increased but the affective abilities of students also increase. The indicators are:
   a. Enthusiasm
      Students are enthusiastic in participating in problem solving method learning activities, especially during discussion activities
   b. Active in asking questions
      Students become active in asking questions in the form of video calls or through chatting in group discussion activities.
   c. Responsible
      Students have responsibility for their role in the group
   d. Polite
      Students become polite, especially in using manners in group discussions. Submitting opinions online still uses good communication ethics not arbitrarily.
   e. Care
      This group discussion activity fosters a sense of concern for common interests, namely solving problems about cases of tolerance.

The psychomotor abilities for students are:
a. Communication skills
   Students can communicate well both when asking questions, and presenting the results of group discussions
b. Group work ethic
   In group discussions, each member is obliged to respect each other.
c. Interpersonal skills
   Students can relate well to other group members
d. Problem solving abilities
   Students can solve case problems given by educators
   e. Team work
   Each group member can work together in one online discussion forum.
f. Proficient in the use of IT

Learning activities through online media can improve skills in the use of the internet and information technology

The learning outcomes of Islamic Education which are varied with the various methods presented further add to the enthusiasm for learning of students. Learning outcomes in the interactive learning process with problem solving methods in the form of formative and summative tests, almost all students are able to achieve basic competencies and complete learning according to the predetermined KKM.

PAI educators as implementers of interactive learning with problem solving methods have educational qualifications that are relevant to the subjects they teach in their respective schools with relevant qualifications which is a potential that can be easily developed by education experts who are more competent in their fields. With the ability of these educators, presenting the PAI learning model with the problem solving method can provide a very interesting new nuance when presenting teaching materials, which so far many PAI educators present in a way that is still far from being said to be interesting and fun.

The ability and qualification of educators in exploring the abilities of students is a very useful potential in developing the interests and talents of students. The innovative ability of educators when carrying out core activities in accordance with adapted learning steps can provide an interesting and meaningful learning atmosphere. Likewise, the significant ability of educators when evaluating the learning achievements of students that have been passed can provide an overview of students' learning completeness in accordance with predetermined learning objectives.

In addition to the ability to carry out the learning process, educators who present interactive learning with problem solving methods are more appreciative of the work of students from the various learning products that have been assigned. So that students feel more valued and happy in undergoing a very varied learning process. Because the success of learning will not be separated from the role of an educator in the online. The ability of educators to choose learning models makes it easy for students to achieve learning completeness.

Students are one of the potentials that need to be developed in every lesson, in interactive learning with problem solving methods that have been implemented by PAI educators to make it easy for students to achieve learning completeness. Students who follow good learning and in accordance with the procedures agreed with the educator have great potential in achieving the learning objectives that have been set. Students have various types of intelligence, creativity, and are more innovative in developing interactive multimedia so that in the learning process using information technology, their interests and talents can be explored so that they develop according to the expectations or learning goals desired.

Students who have great potential in developing interactive learning with problem solving methods will easily achieve the goals that have been set and all of their potential will develop and be useful for their future. In interactive learning with problem solving methods, students' information will be wider and can apply it in everyday life.

In addition to the potentials above, there are also strengths or supporting factors in implementing PAI interactive learning with problem solving methods including the following:

a. There is the spirit of Islamic Education educators in planning, implementing, evaluating and motivating students by using interactive learning with problem solving methods that can be seen when providing learning materials. This is the most valuable force in presenting material indirectly to encourage students as well. With enthusiasm in achieving learning objectives, students will also be excited when doing the tasks ordered by the educator.

b. b. Educators' competence that is creative and innovative in creating an attractive learning atmosphere. Innovative creativity can be generated through a sense of wanting to present new things, both in presenting learning with problem solving methods. This has also been done by PAI educators who provide comfortable and interesting nuances of online media learning. By giving varied assignments, students become challenged in developing their creativity and imagination in completing the tasks given by their educators.

c. c. The full support of the principal and fellow educators is a strength that is no less important in presenting PAI interactive learning with problem solving methods. The principal's knowledge of interactive learning models is a fairly good asset in influencing the success of their students. Educators will not carry out their duties properly if there is no support from school principals and colleagues who can have a significant impact on the success of PAI interactive learning with problem solving methods. Thus the more support from the principal as well as fellow educators, the greater the power in creating pleasant learning with the ultimate goal of achieving students' learning completeness.

d. d. The evaluations carried out by educators in a variety of ways, are the strength to determine the success of interactive learning PAI with problem solving methods. The evaluation carried out by PAI educators includes several aspects, namely cognitive, affective, and psychomotor, whose evaluation is adjusted to the provisions and references in the 2013 curriculum.

The inhibiting factors contained in PAI interactive learning management with problem solving methods in improving student learning achievement include the following:

a. Educators' experience regarding PAI interactive learning with problem solving methods is still lacking. This means that educators' knowledge of PAI interactive learning with the problem solving method studied was still unable to operate the PowerPoint program even

though the implementation of learning for students used the program. This is a problem where the ability of educators has a very important role in realizing meaningful learning. Educators' knowledge about information technology can be caused by the absence of a change in the mindset of the educator concerned, the lazy nature of operating it, the absence of special training in making powerpoints is an obstacle in achieving predetermined learning goals. The learning process that refers to the active, innovative, creative, effective, fun, and weighty 2013 curriculum will not be achieved if educators have not mastered interactive learning with problem solving methods with varied learning models.

b. Inadequate infrastructure. Inadequate infrastructure in interactive learning with problem solving methods is a big problem that results in less successful learning. The presentation of the interactive learning model of PAI requires the completeness of good infrastructure, not half-baked. Moreover, learning with online media requires special preparation, for example IT readiness, material readiness. The weaknesses in interactive learning with problem solving methods are as follows:

   1) PAI interactive learning with problem solving methods requires many learning methods and models. With there are still many PAI educators who have not been able to use information technology in preparing before learning is carried out.
   2) The time is very limited when the learning takes place. Meanwhile, interactive learning PAI with problem solving methods using multimedia is quite time consuming.
   3) Students are less able to understand the learning objectives
   4) There are still students who are less active
   5) Some students are still lacking in demonstrating their abilities
   6) Motivation of some students is still lacking

From the results of the research that has been carried out, the future trend in using interactive PAI learning with problem solving methods will be more developed. This is influenced by the development of science with the use of cutting-edge IT. The role of the principal in providing guidance to PAI educators will be better programmed. The PAI interactive learning model with problem solving methods that aims to explore the potential of students in the future will always be considered by the principal in facilitating all needs for the implementation of fun and meaningful learning. In addition, the future trend in PAI learning should be expanded further by means of communication through online media as has been implemented in SMK Negeri 10 and 14 Kota Bandung. With the use of interactive PAI learning with problem solving methods, it will be more motivated and develop students 'creativity and can make it easier for educators to find teaching materials, and in order to achieve students' learning completeness in each basic competency to improve student learning achievement.

There are several efforts in the form of solutions that must be carried out in the future by school principals and Islamic Education educators in improving student learning achievement through interactive learning PAI with problem solving methods, including:

a. Increased creativity and motivation of educators in presenting interesting and fun learning. Educators' creativity and motivation are indispensable in presenting PAI interactive learning with problem solving methods. This is closely related to the principles in the preparation of a learning implementation plan that tends to explore the multiple

intelligences of students. By having creativity that comes from within the educators themselves, learning will be fun and students are expected to achieve their learning completeness.

b. Procurement of budget allocations to improve student learning achievement through training, so that its implementation is not limited to one year only. Thus the knowledge of educators in applying the interactive learning model of Islamic Education can be increased.

c. Training for educators who are not yet able to operate IT and powerpoint programs, because the IT mastery that educators must have can minimize information lag when compared to students.

d. Activate students by presenting various methods.

e. Provide high suggestions and motivation in the learning process by carrying out learning steps by looking for information from various sources.

f. The hard efforts made by PAI educators in both schools can increase the creativity of students.

CONCLUSSION

Implementation in learning with problem solving methods using independent assignments and group discussions. Independently contains cases that must be solved by each student, while group discussions are in the form of completion of worksheets and presentations with PPT. The learning media uses google class room or whastapp.

Evaluation of learning problem solving methods using performance and portfolio assessments. The impact of learning with problem solving methods can improve knowledge skills, attitudes and skills. This can be seen from the students' scores that exceed the predetermined KKM.

Supporting factors for problem solving methods that affect the improvement of the quality of Islamic Education learning include educators who are patient in teaching using problem solving methods, students who have high learning motivation, and a helpful learning environment, especially parents of students. As for the inhibiting factors of problem solving methods, namely: 1) educators who are approaching retirement age, 2) the ability of students who are not the same in understanding the material, 3) learning facilities and infrastructure, especially the problem of online learning media, are still difficult, especially on internet quota.

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