

## Designing a Problem-Based Learning (PBL) Method for Teaching Moral Values: Trustworthiness and Honesty in Grade VIII at Muhammadiyah 4 Panarukan Junior High School

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**Abstract:** Moral learning in junior high schools often faces challenges in improving the understanding and application of moral values in everyday life, especially in the material of Trustworthiness and Honesty. This paper is intended to explain the design of the Problem-based learning (PBL) learning method as an innovation in moral learning of the material of Trustworthiness and Honesty in class VIII of SMP Muhammadiyah 4 Panarukan, which is expected to improve students' understanding through a more contextual, active, and applicable learning experience. The PBL method allows students to analyze real problems related to Trustworthiness and Honesty, develop solutions, and reflect on the application of these values in everyday life. This learning design method adopts two stages of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, namely the needs analysis stage and the learning design stage. The results of the study indicate that the need for moral learning in class VIII of junior high school includes the importance of more interactive and problem-based methods, which can bridge the gap between moral theory and its application in real life. This PBL learning design integrates case studies, group discussions, and reflection to create meaningful learning experiences related to the values of Trustworthiness and Honesty. Although this design has considered various pedagogical and contextual aspects, the method is still in the design stage and has not been directly implemented or evaluated. Therefore, further research is needed to test the effectiveness of the PBL method in the context of moral learning at SMP Muhammadiyah 4 Panarukan.

**Keywords:** Honest; Moral Learning; Muhammadiyah Middle School; Problem-based learning; Trustworthy

### 1. Background

Moral education is a fundamental aspect of Islamic Religious Education (PAI) learning in junior high schools. However, in practice, moral learning often faces significant challenges, particularly in the topics of Trustworthiness and Honesty, which require in-depth understanding and direct application in everyday life. Based on initial observations at Muhammadiyah 4 Panarukan Junior High School, eighth-grade students often feel that moral learning is too theoretical and less relevant to the real-life situations they face. This is exacerbated by the use of conventional learning methods such as lectures and assignments, which are less engaging for students and do not encourage them to think critically about the application of moral values (Wardani et al., 2024).

In the context of modern educational developments, the application of active learning methods is a potential solution to increase the effectiveness of moral education. One method that has proven effective is Problem-Based Learning (PBL). This method allows students to learn through solving authentic problems related to real life. Previous research has shown that the use of PBL in learning can increase student engagement and conceptual understanding compared to conventional methods (Kasimo & Nerita Setianingtyas, 2025; Wibawa et al., 2023).

In moral education, particularly in the topic of "Trustworthiness and Honesty," the PBL method can help students understand moral concepts more deeply through real-life case analysis, group discussions, and personal reflection. The use of PBL not only improves conceptual understanding but also provides a more applicable and meaningful learning experience (Mangiri & Prabawanto, 2024). Therefore, it is necessary to design a PBL learning method that can help eighth-grade students of SMP Muhammadiyah 4

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Panarukan understand and apply the values of Trustworthiness and Honesty more effectively.

Based on the background above, this study answers the following main questions: (1) How is the design of the Problem based learning method suitable for the moral material "Trustworthy and Honest" in class VIII of Muhammadiyah 4 Panarukan Middle School? (2) What are the advantages and limitations of the design of the Problem based learning method in learning the moral material "Trustworthy and Honest" in class VIII of Muhammadiyah 4 Panarukan Middle School?

This study aims to: 1) Design a Problem-based learning method that can be used in moral learning on the material "Trustworthy and Honest" in class VIII of SMP Muhammadiyah 4 Panarukan. 2) Identify the advantages and limitations of the PBL method in supporting the moral learning process on the material Trustworthy and Honest.

In this study, the Problem based learning method was designed through the first two stages of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), namely: 1) Analysis, namely identifying the needs of moral learning and obstacles faced in conventional methods, and 2) Design, namely designing the PBL learning concept, including the design of problem scenarios, learning steps, and evaluation systems.

## 2. Theoretical Study

### 2.1 Understanding Problem Based Learning (PBL)

Problem-based learning (PBL) is a student-centered learning method that uses authentic problems as the context for learning. According to Schmidt (1983), PBL is a learning approach that uses real-world problems as a vehicle to encourage students to learn the concepts and principles underlying a field of study. In the context of moral learning, PBL enables students to analyze complex moral situations and develop a deeper understanding of Islamic values.

The main characteristics of PBL include: 1) problem-centered learning, 2) authentic problems, 3) students work in small groups, 4) the teacher acts as a facilitator, and 5) self-directed learning (Sockalingam & Schmidt, 2011). In moral learning, these characteristics allow students to explore values of Trust and Honesty through real cases that are relevant to their lives.

### 2.2 Theoretical Basis of Problem Based Learning

#### 1) Constructivism Learning Theory

Constructivism theory, developed by Jean Piaget and Lev Vygotsky, emphasizes that learning occurs when students actively construct their knowledge through experience. In moral education, a constructivist approach can be applied using PBL to provide hands-on experiences that allow students to construct their understanding of the values of trustworthiness and honesty (Aminah et al., 2025; Gunawan & Marisa, 2024).

#### 2) Social Learning Theory

Albert Bandura's social learning theory emphasizes that learning occurs through observation, imitation, and modeling. In the context of PBL, students can learn from the experiences of their peers and behavioral models presented in case studies, thus facilitating the internalization of moral values (Bandura, 1977).

#### 3) Information Processing Theory

This theory explains how information is processed, stored, and used in learning. PBL facilitates deeper information processing because learners must analyze, synthesize, and evaluate information to solve given problems (Gagné, 1985).

### 2.3 Moral Learning: Trustworthy and Honest

Trustworthiness and honesty are two fundamental values in Islam that are closely related. Trustworthiness can be defined as the quality of being trustworthy in carrying out duties or responsibilities, while honesty is the attitude of telling the truth and not hiding the truth (al-Ghazali, 2021). In the context of learning, these two values need to be understood not only conceptually but also in practical application. Traditional morality learning often faces challenges in connecting moral concepts to students' real-life situations. PBL offers a solution by providing an authentic context for understanding and applying the values of trustworthiness and honesty in various life situations.

## 2.4 Previous Research on PBL in Moral Education

Several previous studies have demonstrated the effectiveness of PBL in learning moral values: First, research (Hermiyanti, 2025) found that the use of PBL in Islamic Religious Education learning improves students' understanding of moral concepts compared to traditional lecture methods. Second, a study by Hisbadiana Maulidia et al. (2024) showed that PBL can improve students' ability to analyze moral problems and develop solutions that are in accordance with Islamic values. Third, research (Gunawan & Marisa, 2024) found that PBL in moral learning can increase students' learning motivation and help them relate moral values to everyday life.

Based on the theoretical study above, problem-based learning has great potential to improve the effectiveness of moral education, particularly on the topic of trustworthiness and honesty. With a constructivist and social learning approach, PBL enables students to develop a deep understanding of moral values through direct experience and social interaction.

## 3. Research Methods

This research was conducted using a qualitative approach also called naturalistic research using a descriptive analytical method. Descriptive analytical, namely taking problems or focusing on problems as they exist when the research is carried out, then the results of the research are processed and analyzed to draw conclusions (Sugiyono, 2009). This research aims to design a problem-based learning method that can be used in learning morals on the material "Trustworthy and Honest" in class VIII of SMP Muhammadiyah 4 Panarukan. Fiber Identifying the advantages and limitations of the PBL method in supporting the moral learning process of the material Trustworthy and Honest.

## 4. Results and Discussion

### 4.1 Results of Learning Method Design

#### 1) Analysis of Needs and Problems in Moral Learning

Based on observations and interviews conducted at Muhammadiyah 4 Panarukan Middle School, several problems were found in the teaching of morals on the material of Trustworthiness and Honesty:

- a) Learning is theoretical and less contextual  
The topic of Trustworthiness and Honesty is often delivered through lectures and readings, without connecting it to real-life situations faced by students. As a result, students struggle to understand the relevance of these values to their daily lives.
- b) Lack of active student involvement  
The teaching methods used are still teacher-dominated, resulting in students being passive and less engaged in the learning process. This results in a low conceptual and practical understanding of moral values.
- c) Limited use of case studies and concrete examples  
Moral learning in grade VIII still lacks the use of real examples that can help students understand the application of the values of Trustworthiness and Honesty in various life contexts.
- d) Lack of opportunity for reflection and discussion  
Students are rarely given the opportunity to reflect on their own experiences regarding Trustworthiness and Honesty, and to discuss the challenges they face in implementing these values.

#### 2) Description of Field Conditions and Learning Location

Muhammadiyah 4 Panarukan Junior High School is located on Jl. PB. Sudirman 162 Panarukan, near the Madura Strait. Because the school is located near the Madura Strait, most students come from coastal areas and have strong personalities. The close proximity of houses makes it very easy for students to imitate the behavior of their neighbors, both adults and children, resulting in poor morals.

In terms of learning, SMP Muhammadiyah 4 Panarukan applies the Merdeka Belajar curriculum, a curriculum that strongly supports character formation based on the Pancasila student profile: 1) faith and piety, 2) global diversity, 3) mutual cooperation, 4) independence, 5) critical reasoning, and 6) creativity. The obstacles and limitations faced at the learning location are the environment that has a very large influence on morals so that contextual, meaningful, in-depth learning methods are needed and are able to have a positive impact on students' morals.

## 3) PBL Learning Method Design

Based on the needs analysis, a problem-based learning method was designed for the material on trustworthy and honest morals with the name "Problem Solving Morals: Problem-Based Learning for Trustworthy and Honest Materials".

## 4) Characteristics of Learning Methods

- a) Focuses on authentic issues related to trustworthiness and honesty in the lives of junior high school students. The issues presented represent real-life situations that students might face at school, at home, or in the community.
- b) Learning takes place in small, heterogeneous groups (4-5 students) to facilitate discussion and the exchange of ideas. Each group will analyze a different problem within the theme of Trustworthiness and Honesty.
- c) The teacher acts as a facilitator who guides students through the problem-solving process, not as the primary source of information. Teachers provide the necessary scaffolding to help students achieve deep understanding.
- d) Learning is self-directed, where students are responsible for seeking information, analyzing problems, and developing solutions independently with teacher guidance.

## 5) Stages of Problem Based Learning

PBL learning for Trustworthy and Honest material is designed in five main stages which are presented in the following table:

**Table 1.** Five main stages of Problem-Based Learning (PBL)

Stage	Stage Name	Time	Learning Activities	Activity Examples
1	Problem Orientation	15 minutes	The teacher presents a problem scenario related to Trustworthiness and Honesty.	Scenario: "Andi was entrusted by his friend to look after a bag containing pocket money during break. However, Andi forgot and the bag was lost. How should Andi solve this problem while maintaining the values of Trustworthiness and Honesty?"
2	Organizing Students for Learning	10 minutes	Students are divided into small groups and given worksheets containing problem analysis guidelines.	Division of heterogeneous groups (4-5 students), distribution of worksheets, explanation of group assignments
3	Guiding Individual and Group Inquiries	25 minutes	Students work in groups to analyze problems using a prepared framework.	Identify the aspects of Trustworthiness and Honesty in a problem, search for alternative solutions, evaluate the consequences of each solution
4	Developing and Presenting Work Results	20 minutes	Each group presents the results of their analysis in front of the class.	Presentation of problem identification, analysis of the values of Trust and Honesty, the chosen solution, and the reasons for choosing the solution.

5	Analyzing and Evaluating the Problem Solving Process	10 minutes	The teacher facilitates class discussions to evaluate various solutions and reflections on learning.	Discussion of solution evaluation, connecting with the concept of Trust and Honesty in Islam, reflection of values for daily life
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- 6) Problem Scenarios in Learning  
Some problem scenarios designed for learning include:
- Trust Issues in Schools: Students are trusted to collect class fees but face peer pressure to use the money for other purposes.
  - The Problem of Honesty in Exams: Students face a situation where they see a friend cheating on an exam and must decide whether to report it or not.
  - Trust Issues at Home: Students are trusted to look after their younger siblings at home but want to go out to play with friends.
  - Honesty Issues in Trading: Students help their parents sell and face a dilemma when buyers give more money than they should.
- 7) Evaluation System  
PBL learning evaluation is carried out through three aspects:
- Process evaluation includes student participation in group discussions, problem analysis skills, and the quality of the arguments developed.
  - Product evaluation includes the results of group presentations, solutions developed, and the quality of personal reflection.
  - Evaluation of attitudes that observe changes in student behavior in applying the values of Trust and Honesty in daily life at school.

#### 4.2 Analysis of the Advantages of the PBL Method in Moral Learning

First, it increases active student engagement. Compared to traditional lecture methods, PBL encourages students to actively participate in the learning process. Through group discussions and problem analysis, students not only receive information but also construct their own understanding of the values of trustworthiness and honesty. Research by Almulla (2020) shows that PBL can increase student engagement compared to conventional methods.

Second, developing critical thinking skills. PBL facilitates the development of analytical, synthetic, and evaluative skills through the problem-solving process. Students learn to identify problems, analyze various perspectives, and develop solutions consistent with Islamic values. This aligns with the goal of moral education, which not only develops conceptual understanding but also practical skills.

Third, provide contextual and meaningful learning. The problems presented in PBL are designed to be as close as possible to the students' experiences, making learning more relevant and meaningful. Students can immediately see the connection between the values of trustworthiness and honesty and the situations they face in their daily lives.

Fourth, develop social and collaborative skills. Through group work, students learn to communicate, collaborate, and appreciate different perspectives. These skills are crucial for character development and the application of moral values in social interactions.

Fifth, encourage reflection and internalization of values. PBL provides opportunities for students to reflect on their experiences and identify values that can be applied in everyday life. This reflective process is essential for the ongoing internalization of moral values.

#### 4.3 Analysis of the Limitations of the PBL Method

First, it requires longer learning time. Implementing PBL requires more time than the lecture method, as students need time to analyze problems, discuss them, and develop solutions. This can be challenging in the context of a dense curriculum and limited time allocation.

Second, it requires adequate teacher preparation. The success of PBL depends heavily on the teacher's ability to facilitate learning, design appropriate problems, and guide students through the problem-solving process. Not all teachers have the skills and experience to implement PBL effectively.

Third, potential difficulties in classroom management. Group learning in PBL can pose challenges in classroom management, especially if students are not accustomed to active learning. Teachers need good classroom management skills to address potential disruptions and ensure all students actively participate.

Fourth, there's the potential for uneven student participation. In group work, some students may dominate the discussion while others remain passive. This can reduce learning effectiveness, and not all students will benefit optimally from the PBL method.

Fifth, the challenge of comprehensive assessment. Evaluation in PBL involves multiple aspects (process, product, and attitude) that require more complex assessment instruments. Teachers need to develop assessment rubrics that can measure various dimensions of learning fairly and accurately.

#### 4.4 Recommendations for Implementation

Based on the analysis of the advantages and limitations above, several recommendations for implementing PBL in learning morals on the material of Trustworthiness and Honesty include:

- 1) Teacher training in the use of PBL methods and development of facilitation skills.
- 2) Provision of adequate learning resources to support students' research and analysis processes.
- 3) Development of comprehensive evaluation instruments to measure various aspects of learning.
- 4) Adaptation to the local school context and student characteristics to ensure learning relevance.
- 5) Collaboration with parents to support the implementation of moral values at home.

## 5. Conclusion and Suggestions

### Conclusion

The results of this study indicate that the need for moral learning in grade VIII of junior high school includes the importance of more interactive and problem-based methods, which can bridge the gap between moral theory and its application in real life. This PBL learning design integrates case studies, group discussions, and reflections to create meaningful learning experiences related to the values of Trustworthiness and Honesty. Although this design has considered various pedagogical and contextual aspects, this method is still in the design stage and has not been directly implemented or evaluated. Therefore, further research is needed to test the effectiveness of the PBL method in the context of moral learning at SMP Muhammadiyah 4 Panarukan.

### Suggestion

For further research, it is recommended to implement and evaluate the effectiveness of this PBL method empirically, as well as develop a model that can be adapted to various other moral learning contexts.

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