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Strategic Learning Management through the Problem-Based Learning Model in Islamic Secondary Education

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ABSTRACT

This study was motivated by the limited research on learning management in the implementation of the Problem-Based Learning (PBL) model, particularly at the madrasah level. It aimed to analyze the management of planning, implementation, and evaluation of PBL-based learning. The study employed a descriptive qualitative approach, with data collected through classroom observations, semi-structured interviews, and document analysis. Data were analyzed using an interactive model involving data reduction, data display, and conclusion drawing, and were validated through source and technique triangulation. The findings indicate that learning planning has integrated the PBL model's syntax into instructional documents; however, its implementation has not been consistently carried out across all stages. Classroom management during group discussions requires improvement, particularly in role distribution and monitoring student participation. Although the evaluation process has addressed both learning processes and outcomes, it has not fully accommodated indicators of higher-order thinking skills. This study implies that the effectiveness of PBL implementation is highly dependent on systematic and sustainable learning management practices..

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INTRODUCTION

Learning management constitutes a strategic foundation within contemporary education systems because it determines how instructional processes are systematically directed and controlled (Mukarromah et al., 2021). In modern society, education is expected not only to transmit knowledge but also to cultivate critical thinking, collaboration, and responsible citizenship. This expectation requires structured planning, effective organization of resources, consistent implementation, and continuous evaluation in classroom practice. Without sound management, even well-designed curricula and innovative models may fail to achieve intended outcomes. Andiyani and Usiono (2024) emphasize that management in education integrates various components to

achieve learning objectives effectively and efficiently, while Pertiwi and Mulyanti (2023) underline the importance of managerial functions in optimizing organizational goals. These perspectives collectively demonstrate that improving learning quality is inseparable from strengthening its managerial dimension. Therefore, examining learning management is socially significant because it directly influences educational quality and the broader development of human resources.

Despite its recognized importance, many educational institutions still encounter challenges in implementing systematic learning management practices. Teachers frequently focus on instructional delivery without equally emphasizing planning coherence, classroom organization, and reflective evaluation. As a result, classroom activities may become fragmented, limiting students' opportunities to develop higher-order thinking skills. Within the framework of Islamic educational management, learning is expected to integrate cognitive, affective, and moral dimensions; however, achieving this holistic aim requires adequate managerial competence from teachers (Pohan et al., 2025). Hamidah et al. (2018) assert that the effectiveness of learning is strongly influenced by teachers' ability to manage planning, implementation, and evaluation systematically. When managerial aspects are weak, innovative learning models risk being implemented superficially. Consequently, the broader problem lies not merely in selecting appropriate instructional models, but in ensuring that these models are supported by structured and sustainable learning management practices.

In the context of madrasah education, the implementation of innovative models such as Problem-Based Learning (PBL) often encounters practical constraints. Madrasahs must adapt instructional strategies to students' characteristics while maintaining institutional culture and values. Based on the institutional profile, the madrasah under study employs 74 teachers with diverse educational backgrounds and teaching experiences, including civil servants and newly appointed PPPK teachers between 2023 and 2025 (Abdullah, 2024). Such heterogeneity creates complexity in coordinating consistent instructional practices, particularly for PBL, which demands structured facilitation of group discussion and active student engagement. Preliminary observations indicate that not all teachers consistently apply the stages of Problem-Based Learning (PBL) in a systematic manner. Variations occur in lesson planning, classroom facilitation, and assessment strategies. This phenomenon suggests that the managerial dimension of PBL implementation requires closer examination to understand its strengths and limitations.

Previous studies have widely examined the effectiveness of Problem-Based Learning (PBL) in improving students' cognitive and affective outcomes. Research by Hidayah and Pujiastuti (2016) demonstrates that PBL enhances critical thinking and learning achievement. Similarly, Anggraini and Badrun

(2025) report a positive influence of PBL-based learning management on student performance, while Atiatul et al. (2025) highlight its role in fostering active student engagement. These studies confirm that PBL aligns with 21st-century learning demands emphasizing critical thinking, collaboration, creativity, and communication. However, most investigations concentrate primarily on learning outcomes, student motivation, or skill development. The managerial processes underlying planning, organizing, implementing, and evaluating PBL are often treated as supporting variables rather than central analytical focuses. Consequently, while empirical evidence supports PBL's effectiveness, limited attention has been paid to how systematic learning management determines the quality of its implementation.

Bibliometric analysis over the past five years further indicates that research trends on Problem-Based Learning (PBL) predominantly revolve around themes such as "critical thinking," "collaboration," "student motivation," and "learning outcomes." Studies that explicitly examine the managerial dimension of PBL implementation remain relatively scarce. Pratama et al. (2019) argue that classroom management and student engagement in PBL are significantly influenced by teachers' ability to organize and regulate learning processes. Nevertheless, this aspect has not been comprehensively explored in the specific context of madrasah education, where institutional culture and religious values intersect with pedagogical innovation. This gap is crucial because managerial weaknesses may undermine the transformative potential of PBL. Therefore, a systematic analysis of learning management in PBL implementation is necessary to bridge theoretical understanding and practical application within Islamic secondary education settings.

The novelty of this study lies in positioning learning management as the central analytical lens in examining the implementation of Problem-Based Learning (PBL). Rather than focusing solely on student outcomes, this research investigates how managerial functions planning, implementation, and evaluation shape the effectiveness of PBL in a madrasah context. By integrating principles of educational management with instructional innovation, the study advances a more holistic understanding of how pedagogical models operate within institutional structures. This state-of-the-art approach responds to the identified research gap by emphasizing process-oriented analysis. Addressing this issue is important because sustainable educational improvement depends not only on adopting innovative models but also on ensuring that these models are supported by coherent managerial systems. Thus, the study contributes to both theoretical discourse on learning management and practical strategies for strengthening instructional quality.

Based on the identified gap, this study seeks to answer the following research problem: how is learning management based on the Problem-Based Learning (PBL) model implemented in terms of planning, execution, and

evaluation in a madrasah setting? The central argument proposed is that the effectiveness of PBL is strongly determined by the quality and consistency of its managerial processes. When planning integrates clear PBL syntax, implementation ensures structured facilitation and active participation, and evaluation measures both process and higher-order outcomes, PBL can function optimally. Conversely, inconsistent management may reduce its transformative impact. Therefore, this research contributes theoretically by enriching the discourse on learning management within Islamic education and practically by providing recommendations for teachers and administrators to enhance systematic and sustainable instructional management.

RESEARCH METHODS

This study employed a qualitative research design with a descriptive orientation to gain an in-depth understanding of learning management processes in the implementation of the Problem-Based Learning (PBL) model. A qualitative approach was selected because it enables researchers to explore contextual, process-oriented, and meaning-based dimensions of educational phenomena (Rusandi & Muhammad Rusli, 2021). This design is particularly relevant to examine how planning, implementation, and evaluation are managed within PBL-based instruction, as it allows for rich descriptions of participants' experiences and institutional practices (Ningrum et al., 2024). By focusing on naturally occurring classroom activities, the study sought to capture the complexity of managerial functions embedded in instructional practice rather than merely measuring outcomes quantitatively.

The research was conducted at MTsN 1 Bandar Lampung, selected purposively due to its active implementation of the Problem-Based Learning (PBL) model and the diversity of its teaching staff. The institution employs teachers with varied educational backgrounds and professional experiences, providing a relevant context for examining how learning management is enacted in practice. The population consisted of all teachers at the institution, while research informants were determined through purposive sampling. Informants were selected based on their direct involvement in planning, implementing, and evaluating PBL-based instruction. This criterion was applied because learning management is understood as a systematic process encompassing instructional organization, execution, and assessment to ensure effective and efficient achievement of educational objectives.

Data were collected through in-depth interviews, classroom observations, and documentation to obtain a comprehensive understanding of learning management practices (Poth, 2018). Primary data were derived from semi-structured interviews with selected teachers and direct observation of PBL implementation in classroom settings, considering that the effectiveness of the

Problem-Based Learning (PBL) model is closely linked to the quality of instructional management. Secondary data were gathered from relevant documents, including lesson plans, instructional materials, and other records related to the implementation of PBL (Mardatillah & Murhayati, 2025). To ensure data credibility and trustworthiness, the study applied source triangulation and technique triangulation by comparing findings across interviews, observations, and documentation.

Data analysis was conducted systematically using an interactive model consisting of data condensation, data display, and conclusion drawing and verification (Huberman et al., 2014). In the data condensation phase, relevant information related to planning, implementation, and evaluation was selected and organized. Subsequently, data were presented in structured narratives and matrices to facilitate pattern identification and thematic interpretation. The final stage involved drawing and verifying conclusions by continuously comparing findings across data sources to ensure consistency and validity. This analytical process aligns with the concept of learning management, which emphasizes the integration of all instructional components to achieve optimal educational outcomes.

RESULTS AND DISCUSSION

Results

Learning Planning Management Based on Problem Based Learning (PBL) Model

Planning management is the most fundamental managerial function in learning management, because the entire implementation and evaluation process relies on the quality of the planning that has been prepared. In the context of Islamic education management, the function of planning is not merely interpreted as the preparation of administrative documents, but rather as a systematic process to ensure alignment between objectives, strategies, and learning resources in madrasah institutions (Maujud, 2018) . Similarly, Nadlir et al. (2014) emphasized that quality learning planning plays a strategic role in improving the quality of teaching, because it helps teachers develop strategies, choose methods, and use relevant media to optimally achieve learning objectives.

Based on the results of in-depth interviews with subject teachers and analysis of learning device documents, it was found that teachers had prepared Learning Implementation Plans (RPP) by explicitly integrating the syntax of the Problem Based Learning (PBL) model. The syntax included in the planning document includes: (1) Orienting students to problems, (2) Organizing students in study groups, (3) Guiding individual and group investigations, (4) Developing and presenting work results, and (5) Analysis and evaluation of the problem-

solving process.

However, classroom observations revealed a gap between written planning and actual implementation. This finding aligns with research by Sriwiguna and Nugraha (2026) , who found that planning in madrasah institutions often proceeds normatively without adequate managerial mechanisms to ensure consistent implementation. This gap indicates that the existing planning function is not yet fully strategic, but rather tends toward administrative formalities. From an Islamic education management perspective, this condition is a serious concern because effective planning requires an operational roadmap, not just a document that meets procedural requirements (Maujud, 2018).

Structurally, the lesson plan (RPP) contains comprehensive components, including subject matter, learning objectives, competency achievement indicators, teaching materials, methods, learning activity steps, and evaluation instruments. The formulated learning objectives demonstrate an effort to develop students' analytical thinking and problem-solving skills. This demonstrates that during the planning stage, teachers have attempted to adopt a student-centered learning approach. However, classroom observations revealed discrepancies between written planning and actual implementation. Although contextual issues were included in the core activities section of the RPP, the depth and quality of problem formulation varied. In some meetings, the problems posed were not entirely authentic and were not fully linked to the concrete realities of students' lives. The problems tended to be academic in nature and did not encourage in-depth exploration or complex investigation.

Furthermore, in terms of organizing learning, the lesson plan (RPP) includes group formation as part of the Problem Based Learning (PBL) implementation strategy. However, not all planning tools detail the mechanism for assigning roles within groups, such as appointing group leaders, note-takers, presenters, and observers. This lack of detail indicates that the organizational function within the plan has not been fully designed to anticipate classroom dynamics. Regarding evaluation planning, teachers have developed assessment instruments in the form of written tests and process assessments. These instruments include assessments of student engagement and group presentation results. However, the document review indicates that most questions are still at a low to mid-level cognitive level and do not fully measure Higher Order Thinking Skills (HOTS), the main characteristic of Problem Based Learning (PBL). A summary of these findings is presented in the following table:

Table 1. Model-based Learning Planning Management Problem Based Learning (PBL)

Aspect	Field Findings	Information
Syntax Integrity of Problem	Already listed	Administratively consistent

Based Learning in RPP		
Contextual problem formulation	There is	Not entirely contextual in depth
Group organization planning	Listed	Not yet detailed in the division of roles
Evaluation planning	There are test instruments and process assessments	Not fully based Higher Order Thinking Skills (HOTS)

Overall, the planning function in learning management has been implemented administratively and procedurally. However, substantively, strengthening of authentic problem formulation, detailed group organization, and the development of evaluation instruments aligned with the characteristics of the Problem-Based Learning (PBL) model is still needed.

Based on these findings, it can be analyzed that the planning function in learning management is not yet fully strategic. From an educational management perspective, planning is not only interpreted as the preparation of administrative tools, but as a systematic process to ensure alignment between learning objectives, strategies, and evaluation (Anggraini & Badrun, 2025) . Effective planning allows teachers to design learning experiences that are structured and oriented towards optimal competency achievement (Arviani et al., 2023) . In the context of the Problem Based Learning (PBL) model, the quality of problem design is a central element that determines the depth of students' thinking processes. Authentic and contextual problems have been shown to increase engagement and encourage meaningful investigations (Anazifa, 2017) . Research in Indonesian secondary schools also shows that the success of the Problem Based Learning (PBL) model is greatly influenced by the suitability between problem formulation and students' life contexts, so problem design needs to be concretely linked to students' social realities (Salsabila, F. 2024) . Thus, the difference between administrative planning and implementation depth shows that strengthening the strategic dimension in the planning function is still needed so that PBL can run optimally.

Management of Learning Implementation Based on Problem Based Learning (PBL) Model

management (actuating) is a management function related to mobilizing all learning resources so that the plans that have been prepared can be implemented effectively and realistically in the classroom. The actuating function ensures that all plans are implemented properly, while the controlling function serves to monitor performance and make adjustments to achieve maximum results (Hasanah et al., 2024) . In the context of learning management based on

the Problem Based Learning (PBL) model in madrasas, these two functions are the main determinants of the quality of learning interactions that occur in the classroom.

Observation results indicate that the teacher has begun learning by presenting a problem as a discussion starter, in accordance with the characteristics of PBL. The teacher provides a stimulus in the form of questions or problematic situations related to the learning material. Students are then directed to form small groups and hold discussions to identify problems and formulate alternative solutions. During the implementation stage, students appear to be involved in the group discussion process. Some groups show active interaction, exchanging opinions, and trying to relate the material to the given context. Reflection on similar research shows that some students are still passive in group discussions because some groups only rely on smarter students, which is caused by the teacher's less than optimal in providing structured problem-solving directions (Karsana et al., 2025) . The teacher acts as a facilitator by circulating around monitoring the progress of the discussion and providing direction if any group is experiencing difficulties (Mustafa et al., 2024) . However, several managerial dynamics were found that affect the effectiveness of the learning implementation, including: (1) The division of roles within the group is not always structured, so that in some groups there is dominance by certain students. (2) Student participation is not yet evenly distributed, some students tend to be passive and only follow the results of the discussion without actively contributing. (3) Management of discussion time is not yet fully effective, so that the presentation stage sometimes takes place in a rushed manner.

These findings indicate that the organizing and implementing/actuating functions in learning management are not yet fully optimized. Although the PBL stages have been implemented sequentially, the quality of group dynamics control still requires strengthening.

Figure 1. Flow of Learning Implementation Management Based on Problem Based Learning Model at MTs N 1 Bandar Lampung

In general, the implementation of Problem-Based Learning (PBL) follows the correct syntax. However, the consistency and depth of implementation at each stage are still influenced by the teacher's ability to manage classroom interactions and group dynamics.

findings indicate that the organizing function in the implementation of learning is not fully optimal because the division of roles in the group is not clearly structured, even though a planned group structure can help improve collaboration and activity in learning the Problem Based Learning (PBL) model (Puspitasari et al., 2024) . This unstructured division of roles can affect the involvement of each student, because active student participation in group discussions is one indicator of the success of the implementation of the Problem Based Learning (PBL) model (Situmorang & Laksono, 2025) . Uneven student participation and domination by several other students also indicate that the supervisory function (controlling) in learning needs to be strengthened to ensure the active involvement of all students in the discussion process because the implementation of the Problem Based Learning (PBL) model has an effect on increasing active student participation in the group learning process.

Learning Evaluation Management Based on Problem Based Learning (PBL) Model

management is a concrete manifestation of the controlling function in learning management. It is a control mechanism that ensures the achievement of learning objectives while providing feedback for continuous process improvement. In the context of educational management, evaluation provides in-depth data regarding learning effectiveness, while accountability ensures that each process meets established standards. From an Islamic educational management perspective, the evaluation function is not merely technical and administrative but also contains a dimension of moral accountability for the quality of learning management in madrasah institutions (Sholeh et al., 2023) .

In terms of evaluation, teachers have implemented a combination of outcome assessment and process assessment in Problem-Based Learning (PBL)-based learning (Srie Faizah Lisnasari, Ulfa Sri Rezeki, 2023) . Outcome assessment is conducted through written tests to measure concept mastery, while process assessment is conducted through observations of group discussions, presentations, and student participation in problem-solving. Teachers have used assessment rubrics to assess aspects of activeness, cooperation, argumentation skills, and presentation quality, so that the control function in learning management has been systematically designed. However, based on observations, the use of rubrics has not been fully optimal in each meeting and still tends to emphasize the final presentation results rather than students' thinking processes during the discussion. Written test instruments are mostly still at the cognitive level of understanding and application, while questions that measure analytical and evaluation skills in the context of problem-solving are still limited. Learning reflections have been conducted, but not always structured in depth to explore

students' strategies and thinking processes.

Table 2. Learning Evaluation Management

Evaluation Aspects	Condition	Notes
Assessment of results	Written test	Dominant in the aspects of understanding and application
Process assessment	Observation with Rubik's cube	It is systematic but not yet optimal in Higher Order Thinking Skills (HOTS)
Reflection	Done	Not fully structured in depth

Based on research findings, evaluation management in Problem Based Learning (PBL) model-based learning has been implemented through a combination of outcome assessment and process assessment. Evaluation management in the implementation of the Problem Based Learning (PBL) model is a manifestation of the controlling function, namely a control mechanism to ensure the achievement of learning objectives (Srie Faizah Lisnasari, Ulfa Sri Rezeki, 2023) . Managerially, this practice shows that the controlling function in learning has been systematically designed through the use of written test instruments and process assessment rubrics. In the characteristics of the Problem Based Learning (PBL) model, evaluation is not only oriented towards the final result, but also on the dynamics of the student's thinking process, collaboration, and argumentation during problem solving (Anazifa, 2017) . The use of assessment rubrics to assess activeness, collaboration, argumentation skills, and presentation quality is a form of authentic evaluation that is in accordance with the Problem Based Learning (PBL) model approach. Rubrics enable teachers to control learning in a more objective and structured manner. Overall, the management of learning evaluation based on the Problem Based Learning (PBL) model in this study has demonstrated the existence of a control system through test instruments and assessment rubrics. However, strengthening is still needed in the development of HOTS indicators, consistency in the use of rubrics at each meeting, and systematization of learning reflection so that the control function truly reflects the essential characteristics of PBL which emphasizes critical thinking, collaboration, and comprehensive problem-solving processes. From the perspective of Islamic education management, strengthening the controlling function through comprehensive evaluation is a form of madrasah managerial responsibility in ensuring that every learning process runs effectively, is measurable, and is oriented towards the development of students' potential as a whole (Maliki & Erwinsyah, 2020)

CONCLUSION

The most significant finding of this study reveals that the effectiveness of Problem-Based Learning (PBL) implementation is fundamentally determined by the quality of integrated learning management. Although the PBL syntax has been formally incorporated into instructional planning, its alignment with authentic problem formulation and Higher Order Thinking Skills (HOTS) indicators remains limited. Likewise, while the stages of PBL were generally implemented sequentially, weaknesses persist in group role organization, equitable student participation, and time management during discussions. Evaluation practices have addressed both process and product dimensions, yet they have not consistently emphasized deep critical thinking and systematic reflection. The key insight derived from this research is that innovative instructional models cannot function optimally without coherent managerial support encompassing planning, organizing, implementing, and controlling functions. Thus, strengthening contextual problem design, collaborative structures, and HOTS-oriented assessment is essential to enhance instructional quality in madrasah education.

In terms of scholarly contribution, this study enriches the discourse on learning management by positioning managerial processes as the central determinant in the success of PBL implementation, rather than focusing solely on student outcomes. By integrating educational management perspectives with instructional innovation, it offers a more process-oriented analytical framework for examining pedagogical reform in Islamic secondary education. However, this research is limited to a single institutional context and relies primarily on qualitative data, which may restrict broader generalization. Future research is therefore recommended to explore strategic interventions for strengthening PBL-based learning management and to examine its measurable impact on students' higher-order thinking skills through mixed-method or comparative designs across diverse educational settings.

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