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Application of Problem Posing Learning Model Improving *Ego Control* in Islamic Education Learning

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Abstract

This study aims to analyze the application of problem posing learning model in improving students' *ego control* at SMAN 3 Palangka Raya in learning Islamic Religious Education (PAI). This research adopts the Classroom Action Research (PTK) method with the Kemmis and Taggart spiral model. The research process involves iterative cycles that include action planning, implementation, observation, and critical reflection. Data were collected through questionnaires, direct observation, and qualitative and quantitative analysis. Observation results showed a significant increase in student and teacher activities from the first cycle to the second cycle. Assessment of aspects of *ego control*, such as emotional control, discipline, social interaction, and impulse control, indicated improvement, although challenges in developing these skills still exist. In the first cycle, emotional control and discipline reached 70%, while social interaction and impulse control were slightly lower at 73%. The findings of this study indicate that the applied learning model is not only oriented towards academic achievement, but also on acculturating positive characters and improving students' social competence. The application of problem posing creates an environment that supports the development of *ego control*, which is important for managing students' emotions and behavior at school. This study provides a valuable contribution to the innovation of more interactive and effective learning methods in the educational context.

Keywords: Problem Posing, *Ego Control*

Abstract

This study aims to analyze the implementation of the problem posing learning model in improving students' ego control at SMAN 3 Palangka Raya in Islamic Education (PAI) classes. The method used is Classroom Action Research (CAR) with a spiral model developed by Kemmis and Taggart, consisting of planning, implementation, observation, and reflection stages. Data were collected through questionnaires, direct observations, and both qualitative and quantitative analyses. The results of the observations indicate a significant increase in student and teacher activities from the first cycle to the second cycle. Assessment of ego control aspects, such as emotional regulation, discipline, social interaction, and impulse control, shows improvement, although challenges in developing these skills still exist. In the first cycle, emotional regulation and discipline reached 70%, while social interaction and impulse control were slightly lower at 73%. The results show that this learning model not only focuses on academic achievement but also on character development and social skills of students. The application of problem posing creates an environment that supports the development of ego control, which is crucial for managing students' emotions and behavior in school. This research provides a positive contribution to the development of more interactive and effective teaching methods in the educational context.

Keywords: *Problem Posing, Ego Control*

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INTRODUCTION

Education plays an important role in shaping the character and abilities of individuals, as well as preparing them to enter a challenging era. In this situation, learning is not only limited to knowledge transfer, but also an interactive process that develops social, emotional and moral skills. Through this intense interaction in the learning process, students not only acquire in-depth academic knowledge, but also develop important social skills such as communication, collaboration and empathy. This enables them to adapt well in various social situations and cooperate effectively with others. With the integration of moral values in learning, students are taught to respect differences, empathize and act with integrity.

Learning is the process of acquiring knowledge and skills through active interaction, either inside or outside the classroom. This process aims to develop individual abilities in facing various challenges in life. According to Hamalik in Muslimah (2022) , learning involves important elements such as people, facilities, methods, and procedures, all of which function to achieve predetermined learning objectives. Learning is not just a process of transferring information, but also a journey to improve understanding and skills relevant to the real world (Iswara & Sundayana, 2021).

Learning not only refers to the acquisition of academic knowledge, but also encompasses spiritual development and the improvement of one's quality of life. An important part that should be developed is the individual's ability to control the ego, known as *ego control*. This ability is very important because it helps individuals, especially students, deal with stressful situations by staying calm and thinking positively. *Ego control* in the context of Islamic Religious Education (PAI) plays a crucial role, as it is closely related to the formation of a disciplined personality as well as students' academic success. This includes learning the moral values contained in Islamic Religious Education which is in line with the purpose of character development (Handayani et al., 2020). In general, the ability of *ego* control which includes self-control and emotion can be the main foundation in achieving student discipline, social interaction and the success of the learning process (Ningsih, 2018).

A decrease in *ego control* ability can have an impact on impulsive behavior, as well as interfere with students' ability to focus on academic tasks. Impulsivity, as explained by the *American Psychiatric Association* in Aldianita & Maryatmi (2019) is a person's inability to resist urges that arise, often resulting in actions that have the potential to cause harm to oneself and others. In the context of learning, impulsivity becomes one of the biggest challenges in an effort to improve students' *ego control* skills, especially in PAI lessons. Therefore, it is important to implement a balanced learning strategy, not only equipping students with academic knowledge, but also fostering non-cognitive competencies such as self-control (Wulandari et al., 2019).

The problem posing learning model is considered effective for improving students' *ego control*. This model emphasizes critical thinking as well as listening, dialogue, and action skills, where students play an active role in the learning process. In this model, the teacher is no longer the center of attention, but rather acts as a guide, facilitator, and mediator who assists students in finding their own answers. Muslimah (2023: 39) explains that in the problem posing model, the teacher presents a situation or problem, then students are invited to formulate questions and find solutions independently This is also stated by Harefa (2020: 104) that one of the advantages of this learning model is its emphasis on active student involvement in all stages of learning. Not only limited to formulating questions, students are also encouraged to independently find solutions to the problems they create. This process allows students to develop critical thinking, problem solving, and creativity skills comprehensively.

Students are given the freedom to formulate questions relevant to everyday problems they face, which are related to the subject matter. They are encouraged to solve these problems themselves, without too much intervention from the teacher. This process not only improves students' academic ability, but also hones self-control skills. When students face complex problems, they must use *ego control* skills to stay focused, not give up easily, and be able to

manage frustrations that may arise when facing challenges in the learning process. With continuous practice, students' *ego control* ability can gradually develop (Parindra et al., 2021).

The results of interviews with PAI teachers at SMAN 3 Palangka Raya on May 03, 2024 showed that lectures and practices are the most commonly used learning methods, without any variation of other more interactive methods. This condition poses a challenge in maintaining students' focus during learning. The lack of availability of physical books is also an obstacle, so learning materials are often shared through PDF format sent via WhatsApp. This triggers the use of mobile phones during learning, which can have an impact on the variety of student responses, ranging from those who enthusiastically raise their hands to answer questions, to students who lose focus and are busy with other irrelevant activities.

The use of *mobile phones* in the learning environment further complicates the challenge of improving students' *ego control*. Many students are tempted to access content that is not related to learning, such as playing social media or games, which certainly disrupts their concentration. This condition shows the urgent need to implement a more interactive and participatory approach in the learning process, especially in PAI lessons, in order to improve students*' ego control* and more active involvement.

Based on the explanation above, researchers are interested in conducting Classroom Action Research (PTK) by using the problem posing learning model at SMAN 3 Palangka Raya. This study aims to improve students' *ego control* in PAI learning. Thus, the researcher hopes to systematically implement, monitor, and evaluate the effectiveness of this learning model in the context of improving students' self-control ability, while maximizing their academic potential in the learning process.

RESEARCH METHODS

Classroom Action Research (PTK), developed by Kemmis and Taggart, was used in this study. This model is a development of the model previously introduced by Kurt Lewin. Kemmis adapted Lewin's ideas into a spiral-shaped PTK model, which consists of several cycles of continuous activities. Classroom Action Research (PTK) itself is defined as an effort to observe research objects in the context of learning through the application of certain models, methods, and media specifically designed to improve the quality and results of learning (Kurniawan, 2017). In other words, PTK aims to overcome problems that arise during the learning process by making measurable changes through several sustainable stages (Faidah et al., 2022).

The spiral model applied in this research starts from the planning stage (*plan*). At this stage, researchers design action steps or efforts that will be made to optimize the learning process. After the planning is done, the next step is the implementation of the action (*act*), which aims to implement solutions to the problems that have been identified in the planning. This process is accompanied by observation (*observe*) simultaneously to monitor and record how the action takes place. Because both occur simultaneously, the action and observation are considered as one and the same. Observation is carried out to collect data and information related to student responses as well as the effectiveness of the actions applied (Mukaromah et al., 2023).

After implementation and observation, the next stage is *reflection*. Reflection is carried out by analyzing the data collected and the results of the actions taken. The aim is to evaluate the effectiveness of the action and identify shortcomings or aspects that need to be improved. The reflection results obtained in each cycle will be the basis for improving the planning and implementation of actions in the next cycle. Thus, this classroom action research adopts a spiral model that allows for continuous improvement until the predetermined learning objectives are achieved. In this study, the PTK is planned in two cycles. Cycle I will involve action implementation, participatory observation, analysis of student learning activities, and evaluation through formative tests. The results of this evaluation will then be the material for reflection to develop an action plan in Cycle II. Cycle II aims to compare the results obtained

in both cycles and to test the effectiveness of the problem posing learning model in improving students' ego control ability in PAI learning at SMAN 3 Palangka Raya (Sari & Prihatnani, 2021).

The subject of this research is all the students of class XI-10 at SMAN 3 in the odd semester of the academic year. Research subjects were taken from class XI-10 which consisted of 19 students with details of 10 male students and 19 female students. This research was conducted at SMAN 3 Palangka Raya which located at Jalan G. Obos Number 12, Kelurahan Menteng, Kecamatan Jekan, Kota Palangka, Kalimantan Tengah. The data collection was carried out during the learning process of Islamic Education which took place at the time of 12.45 until 15.15, according to the class learning schedule XI.10.

The data in this study were obtained directly from PAI teachers and students of class XI-10 at SMAN 3 Palangka Raya. The data were collected through observation during the implementation of PAI learning by applying the problem posing model. The data obtained included student activities and teacher activities during the learning process, as well as questionnaire results related to students' *ego control* abilities. For data collection, researchers used instruments in the form of questionnaires or questionnaires, as well as direct observation of learning activities in the classroom. The questionnaire used is a type of closed questionnaire, where students are asked to choose answers based on the alternatives that have been provided, while observations are made directly to record student and teacher activities during the learning process (Parindra et al., 2021).

The data obtained from this study were analyzed in depth using qualitative and quantitative approaches. Descriptive analysis techniques, including percentage calculations, were applied to identify significant patterns and trends in changes in students' self-control abilities as well as the effectiveness of the problem posing learning model in the context of Islamic Religious Education learning. The results of the analysis of each research cycle were utilized to make continuous improvements, with the ultimate goal of achieving optimal improvement in both aspects. (Iswara & Sundayana, 2021).

RESULTS AND DISCUSSION

According to Julaeha (2021), the learning model is an important guideline for teachers in carrying out the learning process, so the selection of the right model is very important so that learning objectives are achieved effectively (Halizah et al., 2023). Classroom Action Research (PTK) using the problem posing model was conducted in class XI-10 SMAN 3 Palangka Raya during the 2023/2024 school year to improve students' *ego control* skills. This research took place during August and September 2024, consisting of two cycles, each with two face-to-face meetings.

This interactive approach is expected to not only increase theoretical knowledge, but also hone students' practical and social skills. Lesson plans follow the independent curriculum, with modules involving participatory and collaborative activities. Teachers set specific objectives, such as improving students' understanding of values like fulfilling promises and gratitude, and use indicators to evaluate success (Sipahutar et al., 2023).

The learning process applies the problem posing model which involves pre-test, group discussion, problem making, and presentation. Teachers actively guide students and provide relevant tasks to hone critical thinking skills and self-control. At the end of the cycle, students are asked to reflect on the learning and directly apply the theoretical concepts into real daily situations in the hope of improving their *ego control* and social skills. (Romlah & Rusdi, 2023).

The data contained in Table 1 indicates a significant improvement in the dynamics of learning interaction during the implementation of the problem posing model. The percentage of teacher involvement in actively facilitating learning increased from 89% in cycle I to 92% in cycle II, indicating an improved quality in managing the learning process. In line with this, student participation also experienced a substantial increase, from 73% to 92%, indicating the creation of a more interactive learning environment and supporting active student participation.

This shows students' active participation in discussions and idea sharing. This increase contributed to the development of students' *ego control*, such as emotional control, discipline, social interaction, and impulse control. Overall, the implementation of the problem posing model has successfully triggered a positive transformation in the learning dynamics. Not only improving teacher and student activities, this model has also significantly contributed to the development of students' self-control skills. With the trained ability to manage emotions and behavior, students are better prepared to actively engage in the learning process, create a conducive classroom atmosphere, and develop essential life skills to face future challenges (Andy Riski Pratama et al., 2024).

Table 1. Observation Results of Teacher and Student Activities

Aspects	Cycle I Average	Cycle II Average
Teacher Activity	89%	92%
Student Activity	73%	92%

The data contained in Table 1 indicates a significant improvement in the dynamics of learning interaction during the implementation of the problem posing model. The percentage of teacher involvement in actively facilitating learning increased from 89% in cycle I to 92% in cycle II, indicating an improved quality in managing the learning process. In line with this, student participation also experienced a substantial increase, from 73% to 92%, indicating the creation of a more interactive learning environment and supporting active student participation. This shows students' active participation in discussions and idea sharing. This increase contributed to the development of students' *ego control*, such as emotional control, discipline, social interaction, and impulse control. Overall, the implementation of the problem posing model has successfully triggered a positive transformation in the learning dynamics. Not only improving teacher and student activities, this model has also significantly contributed to the development of students' self-control skills. With the trained ability to manage emotions and behavior, students are better prepared to actively engage in the learning process, create a conducive classroom atmosphere, and develop essential life skills to face future challenges (Andy Riski Pratama et al., 2024).

***Ego Control* Improvement Cycle I**

In Cycle I, the application of the problem posing model led to significant improvements in the ego control aspects of students in class XI-10. Emotional control, which averaged 70%, showed that most students were able to manage their emotions reasonably well. However, some challenges remained, particularly when students encountered difficult subject matter. For instance, certain students became visibly agitated or frustrated when they did not understand a concept, leading them to display impulsive behaviors, such as speaking without thinking or disturbing their classmates. These observations indicate that while emotional control was generally adequate, there is a clear need for further reinforcement in helping students manage negative emotions when facing pressure or challenges. Discipline, with an average score of 73%, reflected a fairly good level of student responsibility and compliance with rules, though room for improvement remained. Although most students adhered to the rules, a few were often late for learning activities or failed to follow specific class instructions, such as talking while the teacher was speaking. Additionally, some students lacked initiative in completing assignments independently and often relied on their peers for help. This highlights the need for fostering greater individual responsibility and a stronger sense of ownership over their learning. In terms of social interaction, students scored an average of 76%, which suggests that they generally displayed good social skills and the ability to work with others. However, closer observations revealed that although students worked in groups, only a small number of them actively contributed to the discussions, while others remained passive or disengaged. Despite some students being open to sharing their ideas, there was a noticeable tendency for others to not listen or give their peers a chance to speak. This indicates that while social interaction is

generally positive, efforts should be made to encourage more active participation from all students in group work. Impulse control was recorded at 76%, showing that students generally managed impulsive behaviors well. However, some students still exhibited impulsive tendencies, such as speaking without considering the consequences or making hasty decisions, particularly in challenging situations. These impulsive actions suggest that there is still a need for students to reflect more carefully before acting, especially when faced with difficult situations. Overall, while improvements were observed across all areas, the findings indicate that further efforts are needed to strengthen emotional control, discipline, social interaction, and impulse control to achieve optimal outcomes in student behavior and learning.

Table. 2 Ego Control Indicators

Aspects	Cycle I Average
Emotion Control	70%
Discipline	73%
Social Interaction	76%
Impulse Control	76%

Table 2 shows the results of measuring students' average *ego control* in cycle I, which includes emotional control (70%), discipline (73%), social interaction (76%), and impulse control (76%). Although these results reflect students' considerable ability in managing emotions, discipline, social interaction, and impulse control, there is still room for improvement. The main challenges were seen in terms of emotional control and discipline, where some students still have difficulties in overcoming negative emotions and consistency in following rules. Although this learning model has shown great potential in improving students' self-control skills, the results of this cycle also highlighted the need for improvement and refinement in the implementation of this model. More focused interventions that are tailored to the individual characteristics of the students can increase the effectiveness of this learning model.

***Ego Control* Improvement Cycle II**

In Cycle II, the application of the problem posing model resulted in significant improvements in the ego control aspects of students. Emotional control increased to 85% (from 70% in Cycle I), with students better able to manage their emotions, stay calm, and be more open in group discussions. Discipline also improved, reaching 86% (from 73% in Cycle I), as students became more punctual, adhered to rules, and demonstrated greater independence in completing tasks. Social interaction saw a rise to 85% (from 76% in Cycle I), as students became more active in collaborating, sharing ideas, and listening to their peers' opinions. Impulse control increased to 84% (from 76% in Cycle I), reflecting students' more thoughtful decision-making and a decrease in impulsive behaviors. Overall, the improvements in emotional control, discipline, social interaction, and impulse control indicate that the problem posing model was effective in fostering better student behavior and promoting more positive learning outcomes.

Table. 3 Ego Control Indicators

Aspects	Cycle II Average
Emotion Control	85%
Discipline	86%
Social Interaction	85%
Impulse Control	84%

Table 3 shows the results of measuring the average student *ego control* in cycle II, which includes emotional control (85%), discipline (86%), social interaction (85%), and

impulse control (84%). The results of this study convincingly show that the application of the problem posing learning model has triggered a positive transformation in students' self-development. Not only improving academic achievement, this model has also successfully equipped students with better emotion management skills, high discipline, strong social interaction skills, and effective self-control. Comparison with the initial cycle shows a very significant improvement in various aspects of student development.

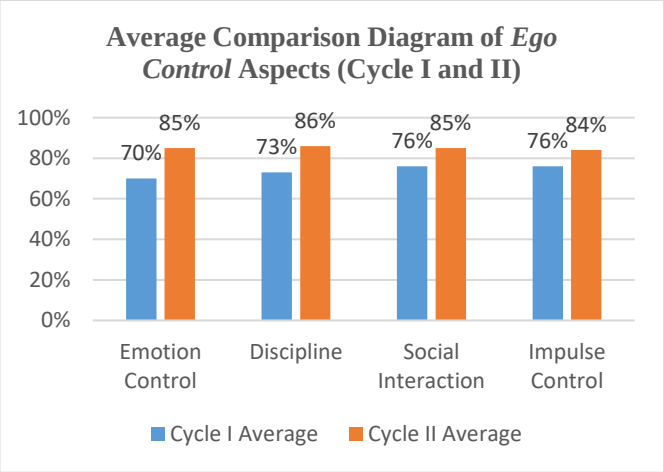

Figure 1. Average Improvement of Students' Ego Control between Cycle I and Cycle II

The diagram displayed above provides a clear picture of the changes in the average measurement results of students' ego control aspects between cycle I and cycle II. In this study, there are four main aspects measured, namely emotional control, discipline, social interaction, and impulse control. The results show a significant increase in each aspect after the application of the problem posing learning model.

Students' emotional control increased the highest from 70% in cycle I to 85% in cycle II, according to the analysis of the diagram. This increase signifies that students are increasingly able to manage their emotions better, especially when facing challenging situations. On the other hand, the discipline aspect also showed significant progress, with the number increasing from 73% to 86%. This proves that students are increasingly obedient to the rules and regulations that apply.

Students' social interaction also improved, to 85% in cycle II from 76% in cycle I. This figure gives a clear picture that students are now more active in collaborating and communicating with their classmates, which is an important aspect in collaborative learning. Meanwhile, in the impulse control aspect, although the increase is smaller compared to other aspects, it still shows positive progress, from 76% to 84%. This indicates that students are increasingly able to restrain themselves and think more carefully before taking action.

The results from cycle II reflected significant improvements in all aspects of students' ego control. The average of emotional control, discipline, social interaction, and impulse control each experienced an increase indicating positive progress in students' ability to manage their emotions, be disciplined, interact well, as well as control their impulses. It is evident that the problem posing model helps students control their own ego. In the future, it is hoped that this model can continue to be used to support students' overall personal and academic development, so that they are not only academically successful, but also crucial to their success in interacting with others in the wider social environment.

CONCLUSIONS AND SUGGESTIONS

Analysis of data obtained from research conducted at SMAN 3 Palangka Raya showed a positive correlation between the application of problem posing learning model and the improvement of ego control ability of students in class XI-10. This finding strengthens the hypothesis that student-centered learning models, such as problem posing, can be an effective

instrument in developing students' cognitive and affective skills. The significant increase in learning activities, both from the teacher and student side, during the research process is empirical evidence of the successful implementation of this learning model. The results of this study provide an important contribution to the understanding of the effectiveness of problem posing learning models in the context of education in Indonesia, especially in efforts to improve students' self-control abilities.

Analysis of the aspects of *ego* control such as emotional control, discipline, social interaction, and impulse control showed that although there were improvements in each aspect, there were still challenges that needed to be overcome. In the first cycle, emotional control and discipline were at 70%, while social interaction and impulse control were slightly lower at 76%. This indicates that students still need further guidance and practice to develop these skills. With the implementation of a better designed second cycle, it is expected that students can experience further improvements in these aspects.

The findings of this study indicate that the problem posing learning model is not only effective in improving students' academic achievement, but also has a positive impact on the development of non-cognitive aspects, such as ego control. The interactive and challenging learning environment created by this model provides space for students to develop social, emotional and cognitive skills holistically. Thus, this research strengthens the argument that a student-centered learning model can be a powerful instrument in shaping students' character.

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