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Improving Student Learning Outcomes on the Theme "Aku Anak Soleh" through the Problem Based Learning Model at SD Negeri 10 Parit Batu

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a problem-based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the problem-based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 58.71%, the first cycle 68.69% and in the second cycle it increased to 90.16%. Thus, the use of a problem-based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning outcome, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) is one of the subjects at the elementary level that has a significant role in supporting the achievement of national education goals. This is in accordance with Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 concerning the National Education System (Sisdiknas), which states that the purpose of national education is to develop the potential of students to become individuals who have faith, piety, noble character, knowledge, creativity, independence, and responsibility. However, currently Islamic education still faces various challenges and problems. One of the main issues is the lack of effectiveness of the learning model used. So far, PAI learning tends to be teacher-centered, where the teaching process is more dominated by the lecture method. As a result, students often do not pay attention to the material presented because the methods are monotonous and less varied.

Difficult to understand material is also a factor that makes students quickly feel bored, passive, and less enthusiastic in participating in PAI learning. Good and

constructive teachers are those who are able to build student learning activities. First, teachers must provide an interesting learning environment and learning materials, because children tend to enjoy exploring their surroundings. Second, teachers need to create a supportive teaching interaction system, both with the teacher himself and with his friends, to help bridge students' understanding of the material being taught. Third, constructive teachers believe that environmental exploration and interaction in the teaching-learning process creates meaningful experiences for students, which will ultimately help them develop knowledge as part of their evolving personal understanding. Given that elementary school students are still in the age category of children who psychologically tend to like play activities, the desire to play needs to be directed in such a way that it still supports the learning process. Thus, even though they play, the activity is still of educational value. This approach is important to apply so that students do not quickly feel bored during the learning process. This play-based learning method will provide a more meaningful and fun learning experience for children of elementary school age.

However, the reality found through the results of research in elementary school Negeri 10 Parit Batu shows that the PAI learning process is still dominated by the use of the lecture model. In this method, learners only receive and listen to the information conveyed by the teacher without much active involvement. This is especially seen in the learning of the concept of the subject matter of *Aku Anak Salih* and the application of the concept in daily life by grade IV students in odd semesters at the school. Students experience various difficulties in understanding the concept of the material *I am a Salih child* and its provisions. Learning activities in the classroom, both in groups and individually, are still highly dependent on the direction of the teacher. This situation is reflected in the learning outcomes of students in the summative test of the material from the previous year, where their average score is still below the Minimum Completeness Criteria (KKM) set, which is 70.

One of the steps taken by researchers to overcome problems in PAI learning is to replace the conventional model that is commonly used with the Problem Based Learning (PBL) learning model. This PBL model focuses on problem-solving taken from real life around students. The success of this model is highly dependent on student activity, both individually and in groups. In PBL, the learning process is considered incomplete if there is one student who has not mastered the material taught. Thus, each student is required to cooperate with each other and help each other to complete the task. The application of PBL learning in PAI subjects aims to improve student learning outcomes. This approach is expected to be able to improve students' learning abilities (academic achievement), increase their involvement and activities, and motivate students to be more confident and happy to learn at school. Because PBL contains elements of play, students do not easily feel bored when they are in class.

Through cooperatively designed learning activities, students can learn in a more relaxed atmosphere while fostering a sense of responsibility, cooperation, healthy competition, and active involvement in learning. This cooperative learning model also uses elements of academic tournaments, quizzes, as well as a scoring system based on individual progress scores, where students compete as representatives of their team while working closely with other members. Based on the background of the above problem, the title chosen in this study is "Improving Student Learning Outcomes on the Theme of *I Am a Righteous Child* Through the PBL (Problem Based Learning) Model in Grade IV Students of SD N 10 Parit Batu, Tigo Nagari District, Pasaman Regency".

METHODS

Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving performance so that student learning outcomes improve. Classroom Action Research is carried out using the PBL (Problem

Based Learning) model through a cyclical assessment process consisting of 4 stages, namely; 1) Planning; 2) Action; 3) Observation; 4) Reflection, Classroom Action (PTK) research with the PBL (Problem Based Learning) model is one of the active learning models that uses a paired group structure. Although it belongs to the active model, this structure provides an opportunity to develop individual thinking abilities. In addition, the PBL (Problem Based Learning) model also provides opportunities for students to develop the ability to think, pair, cooperate and share so that students' abilities both individually and in groups can develop.

The presentation of problems in the learning of the PBL (Problem Based Learning) model which is contextual trains students to gradually be guided to master the material of I am a righteous child independently and be able to apply it in their daily lives. Thus, if the material of I'm a righteous child can be mastered, the learning outcomes of students will be increased. This Classroom Action Research was selected using a spiral model from Kemmis and Taggart cited by Suharsimi Arikunto in his book "Classroom Action Research" which consists of several cycles of actions in learning, based on their reflection on the results of actions in the previous cycle. This class action research was carried out at State Elementary School 10 Parit Batu, Tigo Nagari District, Pasaman Regency, West Sumatra Province. The time of this research starts from December 23 to January 2025 from the pre-survey stage until the implementation of action. To obtain correct and accurate data in this study, the author uses several methods, namely Observation, Result Measurement, and Documentation. Data analysis is an activity that transforms raw data into meaningful data. Descriptive statistics can be used to process data characteristics related to summing, averaging, finding the middle point, finding percentages so that the data becomes easy to read, interesting, and can follow the flow of thought.

RESULTS

After the learning process of the first cycle is completed, data on the skills of teachers, students, and student learning outcomes are processed together with observers to find out their shortcomings and advantages as a reference for planning cycle II. Data from the observation of teacher skills is used to determine the teacher's ability during the teaching and learning process. This data was obtained from the observation sheet of teacher skills. Based on the results of observation and analysis on the implementation of the first cycle of actions, it can be concluded that teachers in managing the learning of PAI Theme Aku Anak Sholeh at SD Negeri 10 Parit Batu using the PBL (Problem Based Learning) Model obtained a score with a percentage of 41.5% with sufficient qualifications. Student activities in the first cycle received sufficient qualifications with a percentage of 58.75% based on the observation assessment of all students during the discussion process. After the L cycle was carried out, the results were obtained that still did not meet the expectations of the PBL model learning completeness because only 5 students only got a completeness score from 12 students, therefore the researcher continued to the L cycle stage. The implementation of the second cycle of actions will be carried out on Tuesday, January 7, 2025 with an allocation of 2 hours of lessons (2 x 35 minutes) starting at 07.30-08.40 WIB.

After the learning process of cycle II is completed, data on the skills of teachers, students, and student learning outcomes are processed together with observers to find out their shortcomings and advantages as a reference for planning cycle III. Data from the observation of teacher skills is used to determine the teacher's ability during the teaching and learning process. This data was obtained from the observation sheet of teacher skills. Based on the results of observation and analysis on the implementation of cycle II actions, it can be concluded that teachers in managing PAI Theme learning for righteous children at SD Negeri 10 Parit Batu using the PBL (Problem Based Learning) Model obtained a score with a percentage of 80% with good qualifications and can be said to be professional in teaching. Student activities in the first cycle received Good qualifications with a percentage of 78.75% based on the observation assessment of all students during the

discussion process. after the second cycle was carried out, results were obtained that met the expectations of the completeness of the PBL model because all students achieved the completeness score, therefore the researcher assessed that this learning had achieved success with good qualifications and did not continue to the third cycle stage.

DISCUSSION

The application of the group discussion method in learning PAI DBP in grade V of SDN 10 Tarung-Tarung Utara made a significant contribution to improving students' understanding of the material taught. Group discussions, as one of the active learning methods, encourage students to interact, share understanding, and work together in solving the given problems. This method has been proven to be able to change the dynamics of learning in the classroom, from the previous tendency to be passive to more interactive and collaborative.

The results of data analysis showed that the application of the group discussion method gradually improved student learning outcomes. In the pre-action stage, the average score of students only reached 68, and the percentage of students who met the Minimum Completeness Criteria (KKM) was 45%. After the implementation of the first cycle, the average score increased to 78, with a completion rate of 70%. In the second cycle, student learning outcomes are increasing, with an average score of 85 and a completion rate of 85%. This improvement shows the effectiveness of the group discussion method in helping students understand the PAI DBP material in depth. The main factor that supports the success of this method is the interaction between group members. Students are given the opportunity to discuss with each other, ask questions, and give explanations to their classmates.

This not only improves individual understanding, but also creates a more supportive learning atmosphere. For example, students who have a better understanding are able to help their friends who are in difficulty, so that there is a mutual learning process. This approach is in accordance with the principle of collaborative learning, where students not only learn from teachers but also from their peers. Students' motivation to learn also increases along with the application of this method. Questionnaire data shows that in pre-action, only 60% of students feel motivated to take part in PAI DBP learning. However, after the implementation of the second cycle, students' learning motivation increased to 85%. Many students stated that group discussions made them feel more comfortable and confident in learning the material. In addition, a more active and dynamic learning atmosphere makes students feel more interested and involved in the teaching and learning process.

From the teacher's side, the group discussion method provides an advantage in facilitating learning that is more focused on the needs of students. The teacher no longer acts as the sole source of information, but rather as a facilitator who helps students find answers to questions that arise during discussions. Thus, students are more motivated to dig up information and understand the material independently, under the guidance of teachers. This is in line with modern learning goals that are oriented towards active and constructive learning. The observation results also show that the classroom atmosphere becomes more conducive to learning. Students looked more enthusiastic and active during the discussion. In group discussions, students are trained to listen to the opinions of others, provide relevant responses, and work together to achieve a common goal. These social skills are important to develop at primary school age, as they not only support academic learning, but also build students' character for the future. In addition, challenges that arise in the implementation of group discussions, such as unequal contributions between group members or lack of coordination, have been successfully overcome through teacher guidance.

Teachers ensure that each student contributes to the discussion and provides support to the group in difficulty. This strategy helps optimize the effectiveness of the

group discussion method, so that each student can feel the benefits to the fullest. Theoretically, the results of this study support the theory of collaborative learning, which states that learning involving social interaction is able to improve students' understanding and skills. By sharing responsibility in learning, students not only understand the subject matter, but also develop critical thinking, communication, and cooperation skills. In the context of learning PAI DBP, this skill is important to form students who are not only intellectually intelligent, but also have a character that is in accordance with Islamic religious values. The increase in learning outcomes achieved also reflects the effectiveness of the group discussion method in overcoming learning problems that occurred before.

This method helps students who have learning difficulties to get explanations from their peers, so that they can understand the material more easily. In addition, students who have a better understanding also benefit from explaining the material to their peers, which reinforces their own understanding. Based on these results and discussions, it can be concluded that the group discussion method is an effective learning strategy to improve students' understanding of PAI DBP subjects. The application of this method not only improves learning outcomes, but also creates a learning atmosphere that is more meaningful and in accordance with the needs of students. With this approach, students are expected to be able to internalize religious values and ethics in their daily lives.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of the PBL (Problem Based Learning) learning model in PAI learning, especially in the chapter I am a righteous child, has been proven to be successful in improving student learning outcomes from cycle one to cycle two. In cycle 1 the student completion rate increased by 58.75%, in the second cycle the student completeness reached 78.75%. The application of the Problem-Based Learning (PBL) Model in improving student learning outcomes on the theme "I am a Righteous Child" in grade IV of SDN 10 Parit Batu is that PBL has succeeded in encouraging students to be more active, creative, and think critically in understanding Islamic Religious Education (PAI) material. Through a problem-based approach, students are given the opportunity to investigate and find solutions to situations related to the theme of "I am a Righteous Child," which not only adds to their understanding of religious teachings, but also motivates them to apply these values in their daily lives.

Problem-Based Learning allows students to work in groups, discuss, and share thoughts on how to become a righteous child according to Islamic teachings. This collaborative process helps students understand the importance of religious values in a practical context, as well as encourages them to think more deeply about how they can implement those teachings in their lives. Thus, students not only learn the theory, but are also trained to relate it to their life experiences. The PBL model also improves students' social and communication skills, as they are actively engaged in group discussions, sharing ideas, and listening to each other's opinions. Students learn to work together to solve a given problem and gain knowledge together.

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