Implementation of Problem-Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 15 Tabing

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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 53.71%, the first cycle 65.69% and in the second cycle it increased to 86.16%. 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.

INTRODUCTION

Education as one of the most important sectors in national development, is used as the main mainstay to function as much as possible in an effort to improve the quality of life of Indonesian people, where faith and piety to God Almighty are the source of motivation for life in all fields (Ihsan, 2011). Zakiyah Darajat, revealed that Islamic religious education is an effort to foster and nurture students so that they can always understand the content of Islamic religious teachings comprehensively, appreciate the meaning of goals that can ultimately practice and make Islam a view of life (Majid, 2015). Therefore, the learning process in schools plays a very important role in determining the quality of education in Indonesia.

Dimyati and Mudjiono (2015) stated that learning is a teacher's activity programmatically in instructional design, to make students learn actively, which emphasizes the provision of learning resources. In addition, learning can also be interpreted as a process of interaction between teachers and students to increase

knowledge and insight through a series of activities that are carried out consciously by a person and result in changes in themselves, so that positive changes occur, and in the final stage new skills, proficiency and knowledge are obtained. In the learning process, a teacher must be able to direct his students with learning resources so as to achieve the expected goals such as producing quality generations. Efforts to produce quality human resources must be supported by a good and quality learning process. The word learning is a combination of two learning and teaching activities. Learning is defined as a process, action, way of teaching, or teaching so that students want to learn (Susanto, 2013). Thus, to produce good learning, an appropriate method is needed by a teacher so that in the process learning becomes interesting and fun so that students do not quickly feel bored. In this case, a professional teacher is needed.

Islamic Religious Education and Ethics (PAI DBP) in elementary schools has a strategic role in shaping the character and morals of students from an early age. This subject not only teaches religious values, but also guides students to develop attitudes that reflect noble morals in daily life. However, in practice, the challenge that is often faced is the low level of student understanding of the material being taught. This is often caused by learning methods that are less varied and do not involve students actively in the teaching and learning process. At SDN 10 Tarung-Tarung Utara, students' understanding of the PAI DBP material, especially in grade V, is still relatively low. This is reflected in the results of the learning evaluation which shows that most students have not reached the Minimum Completeness Criteria (KKM).

In addition, the lack of student participation in the learning process shows that the learning methods applied have not been able to motivate students to be actively involved and explore the material in depth. One of the learning methods that can be used to overcome these problems is the group discussion method. This method provides opportunities for students to interact, share opinions, and work together in understanding the subject matter. In group discussions, students are encouraged to actively ask questions, explain, and listen to their friends, so that the learning process becomes more interactive and fun. Research shows that group discussions not only improve students' understanding of concepts, but also practice social skills such as cooperation, communication, and responsibility.

In addition, group discussions also allow teachers to facilitate student-centered learning. Teachers not only play the role of informants, but also as guides who help students find solutions to the problems given. With this approach, students are expected to be able to better understand the PAI DBP material in depth and apply it in their daily lives. Based on these problems, this study aims to improve the understanding of grade V students of SDN 10 Tarung-Tarung Utara to the PAI DBP material through the application of the group discussion method. It is hoped that this method can create an active, collaborative, and meaningful learning atmosphere, so that students not only understand the material cognitively, but also internalize religious values in their lives.

METHODS

There is no research method. To obtain valid and reliable data in this study, the researcher used several data collection techniques that are in accordance with the characteristics of classroom action research (PTK). The techniques and instruments used in this study include observation, interviews, and tests. These three techniques were chosen because of their relevance in collecting information related to improving student group cooperation through the Problem-Based Learning (PBL) model.

The application of the Problem-Based Learning (PBL) method in learning in grade IV of SDN 15 Tabing begins with systematic steps designed to facilitate students' understanding of the material given, while improving their groupwork skills. The first step is to choose an issue or topic that is relevant to the student's daily life, such as social or moral issues that can be linked to the teachings of Islamic Religious Education (PAI). For

example, the topic of the importance of behaving well at school and home can be an interesting problem for students to solve in groups. After the topic or problem is presented by the teacher, students are divided into small groups of 4-5 people. Each group was given time to discuss and find solutions to the problems that had been determined. In this discussion process, students are given the freedom to seek information from various sources, such as textbooks, the internet, or personal experiences, which will help them understand concepts relevant to a given problem. During discussions, students are trained to think critically, analyze information, and work together to reach the right solution.

In the next stage, each group compiles the results of their discussion and prepares a presentation to be delivered to the class. In this presentation, students are expected to be able to explain the solutions they have found in a systematic and clear manner. This presentation provides an opportunity for students to practice their public speaking skills, as well as strengthen their understanding of the material that has been discussed. In addition, it is also a means for students to learn to listen to other people's opinions, appreciate different views, and hone their interpersonal communication skills. Teachers act as facilitators throughout the PBL process, providing guidance and support when needed. The teacher not only provides an explanation of the material, but also directs students to stay focused on the learning objectives and help them overcome difficulties that may arise during the discussion process.

Teachers also monitor cooperation between group members and ensure that each student contributes to the discussion. The feedback given by the teacher after the presentation can help students better understand the strengths and weaknesses of the solution they are proposing. This PBL method not only teaches students to solve problems, but also instills important values such as cooperation, responsibility, and effective problem-solving. By working in groups, students learn to appreciate each member's contribution, collaborate to achieve common goals, and solve problems collectively. This facilitates more in-depth and applied learning, where students not only gain theoretical knowledge, but also develop social skills that are much needed in everyday life.

RESULTS

The results of this study are described in stages in the form of a learning cycle. In each cycle, there are steps in accordance with the Problem-Based Learning (PBL) model. Cycle 1 is carried out through one learning meeting with a duration of 3 hours of lessons (3 x 35 minutes). The results of cycle 1 show that the application of the PBL model has begun to increase student group cooperation, but several aspects need to be improved, such as active participation and equal distribution of tasks. The researcher decided to proceed to cycle 2 with improvements to the weaknesses found. The results of the research in cycle 2 are described in the learning stages with steps that still refer to the Project-Based Learning (PJBL) model. Cycle 2 is carried out through one learning meeting with a duration of 3 hours of lessons (3 x 35 minutes).

The results of cycle 2 show that the application of the PJBL model with improvements to the weaknesses of cycle 1 has succeeded in significantly increasing student group cooperation. The average score of group cooperation increased from 68.75 in cycle 1 to 81.25 in cycle 2. Based on these results, it can be concluded that the PJBL model is effective in increasing student group cooperation. The results of the research in cycle 3 still refer to the Project-Based Learning (PJBL) model with further improvements based on reflection from cycle 2. Cycle 3 is carried out through one learning meeting with a duration of 3 hours of lessons (3 x 35 minutes). The application of the PJBL model in cycle 3 succeeded in correcting the shortcomings of the previous cycle. The average group cooperation score increased from 81.25 in cycle 2 to 92 in cycle 3.

The implementation of the Problem-Based Learning (PBL) Model in Islamic Religious Education learning in grade IV of SDN 15 Tabing aims to increase student group cooperation. PBL is a learning approach that focuses on real problem-solving, where students work in groups to find solutions to a given problem. This approach is designed to develop students' critical, analytical, and collaborative thinking skills. In this context, PBL is applied to encourage students to work together in groups, share knowledge, and solve problems related to PAI subject matter. The process of implementing PBL begins with providing problems that are relevant to students' daily lives, for example problems related to moral teachings in Islam, such as how to become a child who is devoted to parents. Students are divided into small groups, each consisting of 4 to 5 people.

Each group was given time to discuss the given problem, dig up information from various sources, and share ideas and solutions they found. This process trains students to actively work together in finding solutions, utilizing their critical thinking skills, and understanding the importance of each member's contribution in solving problems. During the discussion, students had the opportunity to collaborate and exchange ideas. In groups, they help each other to understand more complex concepts, which improves their social and communication skills. By applying this method, students also learn how to listen to other people's opinions, appreciate different views, and work together to achieve common goals. These skills are essential for students' social and emotional development, especially in the context of working in groups. Teachers act as facilitators in this PBL model, by guiding students to stay focused on the given problem, providing direction if needed, as well as providing feedback after the group has completed the discussion. Teachers also monitor group dynamics and ensure that all group members are actively involved in learning. The application of this model also provides an opportunity for teachers to identify areas that need improvement in the learning process, such as improving students' communication skills or providing further guidance on topics that are difficult to understand.

The implementation of PBL also has an impact on improving student learning outcomes in terms of understanding PAI material. Because learning is done collaboratively, it is easier for students to relate the theories learned to their personal experiences. Group discussions motivate students to understand topics more deeply, connect knowledge with the context of daily life, and improve problem-solving skills that are useful in their lives. This leads to an increased understanding of the religious and moral concepts taught in PAI lessons. In addition, PBL teaches students about the importance of cooperation and responsibility in groups. By having clear tasks and goals to achieve together, students learn to manage time and solve problems effectively. It also encourages a proactive attitude, where each student is expected to contribute according to his or her abilities and overcome challenges together.

In this case, PBL not only focuses on academic learning outcomes, but also on the development of essential social and collaborative skills in social life. Overall, the application of the Problem-Based Learning (PBL) Model in grade IV of SDN 15 Tabing is effective in increasing student group cooperation. This approach helps students to be more active in learning, deepen their understanding of PAI materials, and develop social skills necessary in daily life. By working in groups to solve problems, students not only gain knowledge, but also critical and collaborative thinking skills that are beneficial for their future development.

Problem-Based Learning (PBL) is an approach that places students at the center of learning by presenting them with real problems to analyze and solve. In the context of Islamic Religious Education (PAI), this model is very effective because it helps students understand religious concepts more deeply through application in everyday life. By presenting relevant problems, students can explore Islamic teachings more critically and reflectively, thereby improving their understanding and learning outcomes.

Problem-based learning in PAI allows students to develop critical and analytical thinking skills. They do not only receive information passively but also actively seek solutions to the problems they face. For example, when given a case on how to apply Islamic values in social life, students will discuss, analyze, and formulate solutions that are in accordance with Islamic teachings. This helps them internalize religious values more deeply. In addition, this learning model increases students' learning motivation because they are directly involved in the process of finding solutions. The problems presented are often related to their lives, so they feel more challenged and interested in solving them. This high motivation contributes to improving students' conceptual understanding and thinking skills in studying Islamic teachings.

PBL also encourages good cooperation and communication among students. In group discussions, they learn to respect the opinions of others, develop strong arguments, and work together to achieve the best solution. This kind of collaboration not only improves learning outcomes but also forms an Islamic character that is in accordance with the principles of Islamic brotherhood. Furthermore, this model trains students to connect theory with practice. Many Islamic teachings are not only conceptual but also require application in everyday life. Through PBL, students can understand how concepts such as honesty, justice, and mutual assistance are applied in real situations, so that they are better prepared to practice Islamic values in their lives.

The application of PBL in Islamic Religious Education can also improve higher order thinking skills (HOTS). By facing complex problems, students are required to analyze, evaluate, and create new solutions based on their understanding of Islamic teachings. This helps them become more independent in thinking and making decisions that are in accordance with religious values. In addition, PBL helps teachers develop more interesting and interactive teaching methods. Teachers not only act as providers of material, but also as facilitators who guide students in investigating and solving problems. This creates a more dynamic classroom atmosphere, where students feel more involved and responsible for their own learning.

Problem-based learning also provides an opportunity for students to reflect on Islamic values in their lives. By facing real situations, they can evaluate whether their behavior is in accordance with Islamic teachings or still needs to be improved. This reflection process is very important in Islamic education because it helps students form better characters. In the long term, the application of PBL in Islamic Religious Education can contribute to the formation of a generation of Muslims who are critical, creative, and responsible. They not only understand Islamic teachings theoretically but are also able to apply them in everyday life. Thus, they become individuals who are better prepared to face the challenges of modern life without losing Islamic values. Overall, the problem-based learning model provides many benefits in improving student learning outcomes in Islamic Religious Education. Through this approach, students become more active, think critically, and have a deeper understanding of Islamic teachings. With effective teacher support, PBL can be a very effective learning strategy in shaping students' character and intellect in accordance with Islamic values.

CONCLUSION

Based on the results of the research conducted through three cycles, it can be concluded that the application of the Differentiated-Based Learning (DBL) model in Project-Based Learning (PJBL) is effective in increasing student group cooperation. The observation results showed a significant increase in all indicators of group cooperation, with the average observation value increasing significantly from 70.06 in cycle 1 to 80 in cycle 2, and finally reaching 92 in cycle 3. The application of the DBL model in cycle 3 successfully provides greater opportunities for students to develop their skills according to their respective ability levels and needs, thereby strengthening group cooperation and

improving overall learning outcomes. This increase in observation value indicates that students are increasingly actively involved in every stage of the project, from planning to presentation, with more targeted support and a more adaptive learning system

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