

# DARUSSALAM: Scientific Journal of Islamic Education

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Volume 1 (1) 132 – 138 June 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Optimization of Islamic Education Learning through the Implementation of Problem Based Learning Model at SD Negeri 10 Pauh

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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 58.01%, the first cycle 68.69% and in the second cycle it increased to 85.16%. 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.

**Received** April 8, 2024; **Accepted** June 11, 2024; **Published** June 30, 2024

**Citation:** Nuraida. (2024). Optimization of Islamic Education Learning through the Implementation of Problem Based Learning Model at SD Negeri 10 Pauh. *DARUSSALAM: Scientific Journal of Islamic Education*. 1(1). 132–138.

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### INTRODUCTION

The educational process leads to the formation of attitudes, the development of intelligence or intellectuality, and the development of children's skills in accordance with the required competencies. Teachers are the drivers of student learning who have a big role in fostering students' enthusiasm for learning. By using an interesting learning model, students will find it easier to understand the lesson and develop their knowledge. In carrying out the learning process, teachers are required to master various approaches, strategies and diverse learning models. In determining the model used in the learning process, it is necessary to know several factors that can affect the learning process, including; 1) Characteristics of the students faced. In this study, the researcher researched Grade IV students at SD Negeri 10 Pauh, because the characteristics of Class IV students are students who are able to think critically compared to their younger classmates. With the aim of realizing students who are active, creative and critical in Islamic Religious Education and Ethics lessons; 2) The environmental conditions of SD Negeri 10 Pauh are a

strategic and comfortable place to learn, so appropriate learning is problem-based learning because problem-based learning is a learning strategy by using real problems/cases in daily life as a context for students to learn about critical thinking and problem-solving skills, and to acquire essential knowledge and concepts from the subject matter.

So the conclusion obtained from the study is that the learning model through the Problem-Based Learning model can improve the critical thinking ability and learning outcomes of Grade IV students. Based on the characteristics of students, the carrying capacity of the school, the school environment and with previous research, the problem-based learning model or so-called (Problem Based Learning) can be applied at SD Negeri 10 Pauh. With the application of this model, it is hoped that students will be able to think critically in solving various problems related to Islamic Religious Education and Ethics subjects that require critical thinking in analyzing the problems that are currently happening and helping students become independent learners. Therefore, the researcher is interested in conducting a study with the title: "Increasing the Beautiful Results of Mutual Respect in Diversity with Problem Based Learning in Grade IV Students of SD Negeri 10 Pauh Lubuk City Sikaping Pasaman Academic Year 2023/2024".

Problem-based learning (PBL) model is one of the effective approaches in improving the quality of learning, including in Islamic religious education. PBL requires students to think critically and analytically in solving problems faced, so that learning is not only theoretical, but also applicable in everyday life. In Islamic religious education, this approach is very important because it can help students understand and internalize Islamic values more deeply through direct application in their lives.

One of the advantages of PBL in Islamic religious education is its ability to improve students' critical thinking skills. Students do not only receive information passively, but they are invited to study, analyze, and find solutions to various religious issues that are relevant to their lives. For example, in material on morals, students can be given case studies on ethical dilemmas, then they are asked to find solutions based on Islamic teachings. In addition, this model can also increase students' active involvement in learning. In conventional lecture methods, students tend to be passive and only receive information from the teacher. However, with the PBL approach, students are encouraged to actively participate in group discussions, conduct independent research, and express their opinions based on relevant arguments. This creates a more interactive and enjoyable learning atmosphere.

Problem-based learning can also improve students' understanding of Islamic teachings in the context of real life. Many materials in Islamic religious education have direct relevance to social life, such as zakat, infaq, prayer, and muamalah. By using PBL, students can learn how these concepts are applied in everyday life and understand the wisdom behind them. In addition, this learning model also trains students' communication and cooperation skills. In the problem-solving process, students usually work in groups to discuss and find the best solution. This teaches them to respect each other's opinions, work together, and develop their ability to speak and convey arguments well, which are important skills in their future social and professional lives.

The PBL approach also helps instill Islamic values more deeply. When students try to find solutions to the problems given, they will better understand the essence of Islamic teachings and be able to relate them to their lives. For example, in learning about tolerance and Islamic brotherhood, students can be given cases about social conflicts and asked to find solutions based on Islamic principles. In addition, this model also encourages students to be more independent in learning. They are required to seek information from various sources, such as the Qur'an, Hadith, tafsir books, and the opinions of scholars. This will train them not to only rely on teachers, but also to be able to develop independent learning habits and be responsible for the knowledge they learn.

PBL also increases students' learning motivation because they feel that learning is more relevant to their lives. When students are given problems related to real

experiences, they will be more interested in finding solutions and learning more deeply about Islamic teachings. This is very different from conventional learning methods which sometimes feel abstract and less interesting to students. In the long term, the use of problem-based learning models in Islamic religious education can shape students' character better. They will grow into individuals who not only understand Islamic teachings theoretically, but are also able to apply them in everyday life with full awareness and responsibility. The character formed through this method is a critical, wise person, and has a high moral awareness.

Thus, the problem-based learning model is very important to be applied in Islamic religious education. In addition to improving students' understanding and critical thinking skills, this method also helps instill Islamic values more deeply, improve social skills, and shape better character. Therefore, educators should start adapting this approach in learning so that Islamic religious education becomes more effective, contextual, and meaningful for students.

## **METHODS**

This research is a classroom action research with a project-based learning model, trying to improve the teaching and learning process in the classroom. According to Suharsimi Arikunto, "Classroom action research or better known as Action Research is a research activity carried out in the classroom". Classroom action research evolved from action research. Therefore, to understand the meaning of PTK, we need to explore the meaning of action research. According to Kemmis, action research is a form of reflective and collective research conducted by researchers in social situations to improve their reasoning of social practices. In this class action research, the researcher uses a qualitative approach, because with a qualitative approach the researcher can describe the data obtained. What is meant by a qualitative approach is an approach in conducting research that is oriented to natural phenomena because the orientation is so, then it is naturalistic and fundamental or natural and cannot be done in the laboratory but must be in the field.

Therefore, research like this is called a field study (Nazir, 1986:159). So, what is meant by a qualitative approach is a research procedure that produces research with descriptive data in the form of written or oral words about observable behavior so as to find truths that can be accepted by common sense. The use of qualitative approaches, especially in class action research, is emphasized by Rochiati (in Kunandar, 2008:47) stating that "class action research includes qualitative research, although the data collected may be quantitative, where the description is descriptive in the form of a description of words, where the researcher is the first instrument in data collection, the process is as important as the product". Based on the above opinion, qualitative research is research that pays more attention to the phenomena that occur experienced by the research subject.

Thus, researchers can find out the problems in the classroom and describe them descriptively accompanied by words that reinforce the existing findings. This Class Action Research was conducted at SDN 10 Pauh, Lubuk Sikaping District, Pasaman Regency. This research was conducted in grade IV on the theme Let's Study and Recite Q.S At-Tin, semester II of the 2023/2024 Academic Year. Of the number of classes IV in SDN 10 Pauh, namely classes A and B, but the main subject in this study is Class IV B. The object of this class action research is to use the Problem Based Learning learning model, where during the implementation process the teacher acts as a guide or facilitator for students in the process of teaching and learning activities. The types of data sources in this research are; 1) Quantitative data. Data collection techniques by; 1) Test Results; 2) Documentation.

## **RESULTS**

In implementing learning improvements to increase diversity learning, the researcher develops a classroom action research plan. This study consists of 2 cycles. After carrying out the first cycle of learning, there are several things that need to be considered and become a reflection in the next cycle, the improvements that need to be made are; 1) Classes are not orderly during the learning process; 2) Some students have not dared to ask questions; 3) Students' understanding is still lacking; 4) The results of the reflection are used for improvement in the planning stage of cycle II.

In the implementation of the second cycle of learning, students have begun to look excited, no longer shy to ask questions if they do not understand the lesson discussion. The average student learning outcome obtained in the second cycle reached 77.25 with the lowest score of 60, has increased and has achieved the success indicator in this study. This also shows that the student learning outcome test in cycle II has achieved the success indicator of this study, namely the average student learning outcome test reaches the Learning Goal Completeness Criteria (KKTP) in question. Notes for three children who have not completed or have not reached the Learning Goal Completeness Criteria (KKTP) are due to factors from the previous class are including children who are slow in learning. Based on the results of the reflection of cycle II, namely that the success indicators have been achieved, this class action research is stopped until cycle II.

## **DISCUSSION**

Optimizing Islamic Religious Education (PAI) learning through the Problem-Based Learning (PBL) model in grade IV of SD Negeri 10 Pauh aims to improve student learning outcomes by presenting a more interactive, creative, and relevant approach to real life. The PBL model allows students to be actively involved in the learning process by solving problems related to religious concepts, so that the material learned is easier to understand and apply in daily life. This approach also helps students develop critical thinking, collaboration, and communication skills that are crucial in the modern educational era. The implementation of PBL begins with the introduction of problems relevant to the subject matter. Teachers prepare learning scenarios that describe real situations related to Islamic teachings, such as the importance of maintaining honesty, helping others, or applying manners in daily life.

This problem is designed to encourage students to explore the concept of religion in depth. This process creates a high level of curiosity among students and encourages them to seek solutions through group discussions, analysis, and reasoning. After the problem is presented, students are divided into small groups to discuss and identify the information needed to solve the problem. In groups, students share their understandings, experiences, and ideas with each other. Teachers act as facilitators who guide students in finding answers, providing relevant directions, and ensuring that discussions run in accordance with learning objectives. This collaboration helps students not only understand the material, but also develop cooperative skills. The next stage in PBL is information exploration. Students are invited to look for references, either from books, the internet, or daily experiences, that can help them solve the problems given. In the context of PAI, this exploration often involves the study of Qur'anic verses, hadiths, and stories of the Prophet that are relevant to the issue being discussed. This process teaches students to think critically and deeply about the teachings of Islam.

After gathering information, students again discuss in groups to develop the best solution to the problem that has been given. The results of this discussion are then presented in front of the class, so that each group can learn from the solutions offered by other groups. This presentation process trains students to communicate their ideas confidently while receiving input from their peers. One of the advantages of PBL is that it creates a more interesting and meaningful learning atmosphere for students. Through problem-based learning, students feel more motivated to learn because they are directly involved in the problem-solving process that is relevant to their lives. In addition, this

method encourages them to think critically, evaluate information, and understand the relationship between religious theories and their application in real life.

In optimizing PBL at SD Negeri 10 Pauh, teacher support is very important. Teachers need to design learning scenarios that are in accordance with the level of student understanding, prepare relevant materials, and monitor the course of group discussions to remain productive. In addition, teachers must also provide constructive feedback to ensure students understand the concepts learned in depth. To ensure the success of this model, a thorough evaluation of learning outcomes is also carried out. Teachers can use a combination of individual and group evaluations to assess students' understanding of the material, their ability to work together, as well as their critical thinking skills. In this way, teachers can measure the effectiveness of learning while also providing better guidance to students in need.

PBL optimization also requires the support of adequate facilities and infrastructure, such as access to learning resources, technology facilities, and classrooms that support group learning. By providing a conducive learning environment, students can be more focused and actively involved in the learning process. This will ultimately significantly improve student learning outcomes. Overall, the application of the Problem-Based Learning model in PAI learning in grade IV of SD Negeri 10 Pauh is an effective step to improve student learning outcomes. This method not only helps students understand the material more deeply, but it also teaches important 21st-century skills, such as critical thinking, collaboration, and communication. With the right optimization, PBL can be a useful learning strategy to improve the quality of Islamic religious education in elementary schools.

## **CONCLUSION**

Based on the results of data analysis and discussion as described, it can be concluded that the use of the Problem-Based model in learning Islamic Religious Education and Ethics can improve student learning outcomes. They are active in interpreting the learning concept of Islamic Religious Education and Ethics by relating it to contextual issues. Thus, students not only understand the concept but also try to solve and overcome the contextual problems that occur. The above conclusions are supported by the following quantitative data; 1) The application of the Problem Based Learning learning model can improve student learning outcomes. This can be seen from the increasing learning activities of Islamic Religious Education and student ethics; 2) The Problem Based Learning learning model can improve student learning outcomes. This can be seen from the average final test score of cycle I of 66.5 and the average final test score of cycle II of 77.25. So the learning outcomes of Islamic Religious Education and Ethics of students have increased. Thus, the application of the Problem Based Learning learning model is considered successful in improving student activities and learning outcomes, because it has achieved the success indicators that have been set. So that this research does not need to be continued in the next cycle.

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