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## Implementation of Problem Based Learning Model to Improve Islamic Education Learning Outcomes at SD Negeri 13 Sungai Baramah

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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 research success indicators. The results of the study indicate that problem-based learning 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 45.21%, the first cycle 59.14% and in the second cycle it increased to 92.36%. Thus, the use of problem-based learning 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

Education has an important role in developing quality human beings. Education is always related to human beings, with the understanding of a conscious effort to develop basic human abilities as optimally as possible according to their capacity. Human beings need education, because the development of knowledge and technology that develops is getting higher and more complex, human children will not be able to adapt themselves to this science. Therefore, various education is held as a forum to carry out the education. The way teachers teach and organize the learning system in the classroom by establishing good interaction with students is one of the characteristics of a professional teacher. Professional teachers are teachers who have the competencies required to carry out educational and teaching tasks.

Professional teachers should be able to master the teaching materials in the school curriculum, understand the structure, concepts and scientific models that overshadow the

teaching materials. So, a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to perform his duties and functions as a teacher and is able to apply a model that is in accordance with the material so that he can improve student learning outcomes. Regardless of which model to use, there is a principle that must be considered, that the model is not only focused on teacher activities, but also on student activities. One of the learning models that can be used in the classroom is the problem-based learning model, because with the problem-based learning model, students can learn about critical thinking and problem-solving skills, as well as achieve the expected learning.

The problem-based learning model is one of the models used in PAI learning. According to Borrow (in Huda), the problem-based learning model is learning that is obtained through the process of understanding the resolution of a problem. These problems are brought together first in the learning process. Meanwhile, according to Tan (in Rusman), the problem-based learning model is an innovation in learning because in this learning students' thinking skills are really optimized through the group work process so that students can empower, hone and test and develop their thinking skills continuously. So, the problem-based learning model is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to gain essential knowledge and concepts from the subject matter.

Based on the results of learning reflection in the fourth grade PAI subject of SDN 13 Sungai Baramah, Dua Koto District, the results have not been maximized. The results of student achievement are still below the level of learning completeness. Based on the description above, the researcher is interested in researching in schools at SDN 13 Sungai Baramah, Dua Koto District, whether there is an improvement in the achievement of student learning outcomes taught with the PBL model. Therefore, the researcher will conduct a study entitled "Penerapan Model Problem Based Learning untuk Meningkatkan Hasil Belajar PAI di Kelas IV SDN 13 Sungai Baramah Kecamatan Dua Koto".

The problems that can be identified from the background of the problem are as follows: low ability of students in PAI learning, teachers tend not to use the right learning model so that the material presented cannot be well received by students in teaching and learning activities, monotonous approaches and learning models so as to reduce students' interest in learning, learning only occurs in one direction so that students interact less with teachers and with other students so that they tend to be passive, and the learning outcomes achieved by students are still below the KKM so that they are not in accordance with expectations. In order for this research not to expand, the researcher limits the problem of improving the learning outcomes of students in the PAI subject of the Attributes of the Messenger of Allah SWT by using a problem-based learning model for class IV SDN 13 Sungai Baramah, Dua Koto1 District.

In line with the formulation of the problem above, the purpose of this study is to find out the learning process of students in the PAI subject of the Attributes of the Messenger of Allah through the problem based learning model in grade IV of SDN 13 Sungai Baramah, Dua Koto District, Pasaman Regency and to improve student learning outcomes after applying the PBL learning model in the PAI subject of the material Attributes of the Messenger of Allah in grade IV of SDN 13 Sungai Baramah, Dua Koto District.

This classroom action research is expected to be useful for students by increasing students' interest in learning in the PAI subject of the material Attributes of the Messenger of Allah through the problem-based learning model and can facilitate mastery of the PAI subject of the material Attributes of the Messenger of Allah through the problem-based learning model. The benefits for teachers to be able to use the problem-based learning model in an effort to improve their abilities in the PAI subject of the Attributes of Allah's Apostle and Provide experience, gain insight into knowledge and skills in using the Problem based learning model.

## **METHODS**

This research is included in the category of classroom action (PTK) research using qualitative and quantitative approaches. The PTK model used is a reflection-based cycle. The research variables include the application of the Problem Based Learning model and PAI learning outcomes on faith material to the Apostles of Allah. The population and sample include the results of the research described in stages in the form of cycles carried out in the learning process in the classroom. However, before the researcher elaborates on the results of the research starting from cycle 1 to cycle II, the researcher elaborates a little overview of pre-cycle observations which shows that the learning results in students of faith material to the apostles of Allah are only around 42.66%, consisting of 6 students who completed the material of faith in the apostles of Allah from 21 students. This shows that the learning outcomes of grade IV students of SDN 13 Sungai Baramah are still low. The efforts that will be made to improve student learning outcomes are to establish a problem-based learning model. With the implementation of the PBL model, it is hoped that it can further improve student learning outcomes on faith material to the apostles of Allah.

The application of the Problem Based Learning (PBL) model in PAI learning in grade IV of SDN 13 Sungai Baramah is carried out through several stages. The first stage is the identification of the problem. Teachers design and select problems that are relevant to the PAI material and students' daily lives. The chosen problem must be authentic, challenging, and arouse students' curiosity, as well as related to Islamic values. For example, a scenario about a child who finds someone else's belongings on the street becomes a topic that can stimulate students to think critically. Teachers convey problem scenarios in an interesting way through stories, pictures, videos, or short simulations. The goal of this stage is to motivate students to be actively involved and think of solutions based on Islamic teachings.

The problems given are expected to be able to spark discussion among students and make them understand the importance of religious values in facing daily problems. Teachers divide students into small, heterogeneous groups, consisting of 4-5 people. In this group, students discuss to identify information that is already known, formulate questions for information that is not yet understood, and formulate a preliminary hypothesis about a solution to the problem. This process trains students to work together, support each other, and be responsible for group tasks. Information search. At this stage, each group seeks additional relevant information from various sources, such as the Qur'an, Hadith, PAI textbooks, or other available sources. Teachers act as facilitators who provide guidance and ensure students have adequate access to learning resources. This stage helps students develop research skills and strengthen their understanding of Islamic teachings.

## **RESULTS**

The results of the study were presented based on the assessment of each learning cycle carried out in the 2024/2025 academic year in grade IV of SDN 13 Sungai Baramah, Dua Koto District by taking data on the application of the project-based learning model to improve PAI learning outcomes. In this study, it starts from the initial stage to the final stage. What is meant by the initial stage of action is the stage before using learning using project based learning, while what is meant by the final stage is the stage of improving learning using learning with the prbased oject based learning model which includes: cycle 1 is learning using learning using the project based learning model and cycle 2 is learning using learning using the project based learning model By referring to the reflection of cycle 1, so that the scenario can be improved.

The research activity began by recording the results of the test results of the implementation of learning, by providing an initial test about faith in the apostles of Allah

to 21 grade IV students. From the results of the analysis in the initial test of students' ability to answer questions, data on children who completed 12 people or equal to 41.66% were obtained. Meanwhile, 9 children who have not completed or equal to 58.34%. Based on the results of the analysis, a conclusion can be drawn that the fourth grade students of SDN 13 Sungai Baramah in learning PAI, especially the material of faith in the apostles of Allah in the early stages (lectures), are mostly incomplete or have not succeeded, because the children who are categorized as successful have not reached 80%, which has only reached 41.66%. As a follow-up to help solve problems or difficulties for students in learning PAI, it is necessary to plan for learning improvements by recording the causes of students' difficulties in understanding PAI lessons, namely faith in the messengers of Allah found that the cause of unsuccessful learning is the low ability of students in learning PAI, teachers tend not to use the right learning model so that the material presented cannot be accepted by students well in teaching and learning activities, monotonous learning approaches and models that reduce students' interest in learning, learning only occurs in one direction so that students lack interaction with teachers or with other students so that they tend to be passive, the learning outcomes achieved by students are still below the KKM so that they are not in accordance with expectations. Thus, the researcher improved learning by changing the lesson plan from the lecture method to the project based learning (Pjbl) model.

Cycle 1 learning begins by preparing a learning improvement plan using a project-based learning model, starting with the formation of groups to create interesting learning so that students are not bored and then display videos that are appropriate for learning. Based on the implementation of learning improvement in cycle 1, an increase in the ability to understand material, especially faith in the apostles of Allah at SDN 13 Sungai Baramah, Dua Koto District, Pasaman Regency as stated. The results of the analysis of the action to improve learning in cycle 1 are known that: of the number of students who took the competency test as many as 21 children, who managed to understand faith in the apostles of Allah correctly there were 15 children or 58.33% and students who were categorized as less successful were 6 children or 41.67%. It shows that the implementation of learning actions in cycle 1 has not been completed or has not been successful. At the same time, there was an increase when compared to the results of the initial action of 12 children or 41.66% of pre-cycle complete, which was incomplete 9 children or 58.34%.

Reflection on the results of this cycle 1 action is focused on students who experience learning difficulties, so in order to truly understand the learning material, it is necessary to improve scenarios that are more effective and efficient by referring to the problems that must be met, including; 1) low ability of students in PAI learning, 2) teachers tend not to use the right learning model so that the materials delivered cannot be well received by students in teaching and learning activities, 3) monotonous learning approaches and models that reduce students' interest in learning, 4) learning only occurs in one direction so that students interact less with teachers and with other students so they tend to be passive, 5) the learning outcomes achieved by students are still below the KKM so that they are not in accordance with expectations.

The description of the implementation of the 2nd cycle of actions is carried out by combining the results of the reflection of the 1st cycle, with its refinement. Make a learning improvement plan by incorporating reflections from cycle 1 learning actions. then Providing information on learning outcomes in cycle 1 and Improving learning scenarios that involve students who are more active, more happy, and more motivated to understand the material by optimizing student motivation by focusing on students who are project-oriented. Based on the results of the analysis, the level of ability to understand the material using learning with the project-based learning model in the 2nd cycle of actions was obtained, namely the number of children who have successfully mastered the material or said to be complete reached 19 children or 92.33% and students who did not complete 2 children or 8.7%. Based on this data, it can be seen that the results of the 2nd cycle of actions that have been perfected, the scenario is more active and effective, data



has been obtained as listed in the table above, a provisional conclusion can be drawn, that PAI learning with faith material to the apostles of Allah using the project based learning (PJBL) model learning can be declared complete and successful in increasing students' understanding of the material of faith in the apostles of Allah because student score acquisition reaches more than the minimum limit, precisely 92.33%.

Based on observations, it appears that students have understood the learning material, especially faith in the apostles of Allah, this phenomenon appears in the second cycle. Meanwhile, in cycle 1, students are still not well conditioned, there are still those who are shy to ask questions, shy to speak to convey what they have understood. The results of the analysis of the action to improve learning in cycle 1 are known that: of the number of students who took the competency test as many as 21 children, who managed to understand faith in the apostles of Allah correctly there were 15 children or 58.33% and students who were categorized as less successful were 6 children or 41.67%.

It shows that the implementation of learning actions in cycle 1 has not been completed or has not been successful. At the same time, there was an increase when compared to the results of the initial action of 12 children or 41.66% of pre-cycle complete, which was incomplete 9 children or 58.34%. Based on the results of the analysis, the level of ability to understand the material using learning with the project-based learning model in the 2nd cycle of actions was obtained, namely the number of children who have successfully mastered the material or said to be complete reached 19 children or 92.33% and students who did not complete 2 children or 8.7%. Based on this data, it can be seen that the results of the 2nd cycle of actions that have been perfected, the scenario is more active and effective, data has been obtained as listed in the table above, a provisional conclusion can be drawn, that PAI learning with faith material to the apostles of Allah using the project based learning (PJBL) model learning can be declared complete and successful in increasing students' understanding of the material of faith in the apostles of Allah because the student's score reached more than the minimum limit, precisely 92.33%.

## DISCUSSION

Islamic Religious Education (PAI) in elementary schools has an important role in shaping the character and morals of students. However, challenges in improving PAI learning outcomes often arise due to teaching methods that are less varied and do not involve students actively. One of the approaches that can be used to overcome this problem is the application of a problem-based learning model or Problem Based Learning (PBL).

Problem Based Learning is a learning model that puts problems as the main focus in the learning process. Through PBL, students are encouraged to think critically, analyze, and solve problems that are relevant to real life. This is in line with PAI's goal which not only emphasizes the mastery of material, but also the application of religious values in daily life. At SDN 13 Sungai Baramah, Dua Koto District, the application of PBL in PAI learning begins by identifying relevant and challenging topics for grade IV students. For example, the topic of the importance of honesty in everyday life. The teacher then devised a scenario of problems related to the topic, such as a situation where a child finds a wallet that does not belong to him. The learning process begins with the presentation of problem scenarios to students.

Students are divided into small groups and asked to discuss the problem, identify the main issues, and find appropriate solutions based on Islamic teachings. Teachers act as facilitators who guide discussions and provide direction if needed. During group discussions, students are encouraged to seek additional information from various sources, such as the Qur'an, Hadith, textbooks, or other relevant sources. This helps students develop research skills and improve their understanding of PAI material. After the discussion, each group presented their findings and solutions in front of the class. The application of PBL in PAI learning in grade IV of SDN 13 Sungai Baramah shows a

significant improvement in student learning outcomes. Before the implementation of PBL, the average student score was in the range of 65, with only 60% of students achieving the Minimum Completeness Criteria (KKM). After the implementation of PBL, the average score increased to 80, with 85% of students achieving KKM.

Observation during the learning process shows that students become more active and enthusiastic in participating in lessons. They are more enthusiastic about discussing, asking questions, and seeking additional information. This shows that PBL has succeeded in increasing students' motivation to learn. The application of PBL also helps students develop critical thinking and problem-solving skills. They learn to analyze situations, consider different perspectives, and make decisions that are in accordance with Islamic values. This skill is very important to apply in daily life. However, the implementation of PBL also faces several challenges. One of them is the need for a longer time for each learning session, because the discussion and research process requires enough time. In addition, the role of teachers as facilitators demands special skills in guiding discussions and ensuring that all students are actively engaged. To overcome these challenges, careful planning and flexibility in implementation are needed. Teachers need to design problem scenarios that match the student's ability level and ensure that the necessary resources are available. In addition, teachers need to develop effective classroom facilitation and management skills. Support from schools and parents is also important in supporting the successful implementation of PBL.

Schools can provide the necessary facilities and resources, such as access to the library or the internet. Parents can support by encouraging their children to be active in learning and provide help if needed. Overall, the application of the Problem Based Learning model in PAI learning in grade IV of SDN 13 Sungai Baramah, Dua Koto District has proven to be effective in improving learning outcomes and student motivation. In addition, PBL helps students develop critical thinking, problem-solving, and application of Islamic values in daily life. With good planning, consistent implementation, and support from various parties, PBL can be an effective alternative learning strategy to improve the quality of PAI education in elementary schools. Demonstrate that learning approaches that actively engage students and challenge them to think critically can improve student learning outcomes and engagement.

Therefore, teachers are advised to continue to develop and implement various innovative learning models that suit the needs and characteristics of students. Teachers to continue to evaluate and reflect on the implementation of PBL. Through evaluation, teachers can identify aspects that need to be improved and ensure that learning goals are achieved. Reflection helps teachers understand the learning experience and develop more effective strategies for future implementation of PBL. The implementation of PBL also opens up opportunities for collaboration between teachers. Teachers can share experiences, resources, and strategies to overcome challenges in implementing PBL. This collaboration can improve the professionalism of teachers and the quality of learning in schools.

## **CONCLUSION**

Based on various descriptions, actions and theoretical studies in this PTK, it can be concluded that learning using the problem-based learning model can improve the process of understanding faith in the apostles of Allah for grade IV students of SDN 13 Sungai Baramah, Dua Koto District. With the problem-based learning model, it can improve the results of the ability to understand faith in the apostles of Allah, grade IV students of SDN 13 Sungai Baramah, Dua Koto District. The increase in learning processes and outcomes is because students are active and creative, feel happy to learn and take responsibility for the success of learning. This is in accordance with the theory that the application of the problem-based learning model in learning has a positive impact on improving the learning

process and outcomes of students towards the lesson because learning activities are student-centered, and not teacher-centered.

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