

Indonesian Journal of Education and Social Humanities



Indonesian Journal of Education and Social Humanities

Volume 1 (4) 87 – 93 December 2024

ISSN: 3047-9843

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

Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 0501 Hutanopan

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Abstract: This study aims to improve student outcomes in Islamic religious education learning with the Problem Based Learning 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 by test and observation techniques. Tests are used to measure learning 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 Learning model can improve student 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Problem Based Learning Learning model can be used as an alternative to improve student outcomes in Islamic religious education learning.

Keywords: Problem based learning model, learning outcomes, islamic education.

Received August 29, 2024; **Accepted** October 26, 2024; **Published** December 31, 2024

Citation: Mahrani, S., Pohan, E., & Sangkot. (2024). Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 0501 Hutanopan. *Indonesian Journal of Education and Social Humanities*. 1(4). 87–93.

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INTRODUCTION

Education is a conscious effort made by a person or group of people in an effort to mature human beings through teaching and training efforts. In the process of human maturity that lives and develops, it appears that human beings are always changing and that change is the result of learning. This means that in education there is a process of changing attitudes and behaviors. The learning process in schools is a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create learning that is effective, efficient, creative, dynamic, and fun.

This implies that there is awareness and active involvement between two learning subjects, namely the teacher as the initial initiator, supervisor and facilitator and the student as a person who experiences and is actively involved in obtaining self-change in

learning itself. To optimize the achievement of learning outcomes, an educational interaction is needed in the learning process Islamic Religious Education is a main subject that not only leads students to be able to master various Islamic studies, but emphasizes more on practice in daily life in the midst of society. Teachers in the classroom still play the role of learning centers and students are allowed to sit, listen, take notes and memorize. Students in the classroom are not accustomed to active learning.

Teachers have not been maximized in using the right model to involve students directly, so students are used to being silent, afraid to express ideas or opinions and do not dare to ask questions. The low learning activity of students has an effect on their learning outcomes which tend to be low. To find a solution to these problems, researchers are interested in conducting research by applying one of the innovative learning models, namely the Problem Based Learning learning model.

Problem Based Learning (PBL) is a learning model that involves students to solve problems through the stages of a scientific model so that students can learn knowledge related to the problem and at the same time have the skills to solve problems (Kamdi, 2007: 77). The material of Loving Orphans is included in the fiqh aspect of muamalah. In general, fiqh muamalah material is learned by students by listening to the teacher's lectures.

In the 2022/2023 school year, from the results of discussions with subject teachers who were assigned to teach in grade VI, information was obtained that the learning outcomes of students with such a learning model were only 40% of students who were actively involved in this learning activity. In addition, the results of the formative test provided showed that only 60% of students completed learning with 65% absorption. Based on the background that has been presented, the author conducted a class action research with the title: Application of Problem Based Learning Model to Improve the Learning Outcomes of Students Loving Orphans Class V SDN 0501 Hutanopan.

METHODS

This Class Action Research was carried out in class V of SDN 0501 Hutanopan, from September 21 to December 15, 2024. With a time span of 1 month and 2 cycles or 2 observations. This can be known from the diagnosis or results of initial observations before the preparation and reporting of this PTK is carried out. In its implementation, PTK begins by diagnosing problems, namely awareness of the problems that are felt, considered to interfere and hinder the achievement of learning goals and educational goals so that they can have a negative impact on the learning process.

This class action research is carried out with an allocation of 4 hours of lessons, 2 meetings and carried out in 2 cycles. If the first cycle has not shown the expected results, it will be continued in the next cycle (cycle II). The action in cycle II is an improvement and refinement of the actions carried out in cycle I. Therefore, the action of cycle II is carried out by looking at the results of observation of teaching and learning activities and the learning outcomes of students in cycle I. The material taught in accordance with the Mapping of Competency Standards, Basic Competencies and Indicators in class V is material on Caring for Orphans.

To maximize the results in this study, the author prepared LKPD and observation sheets as data sources that would later be used as a test of the validity of the success of the applied learning model. The subjects of this study are teachers and students of class V SDN 0501 Hutanopan with a total of 27 students, consisting of 15 male students and 12 female students. This research is based on the consideration that student achievement is not optimal. This can be seen in the fact that the average score of students in this class is still relatively low. What is meant by the source of data in this study is the subject from which the data can be obtained (Arikunto, 2016: 26).

In this study, the author uses two data sources, namely; 1) Primary data sources, namely data collected directly by researchers from the first source (Sumadi, 2003: 93).

The primary data sources in this study are students of class V SDN 0501 Hutanopan; 2) Secondary data sources, namely data that is directly collected by the researcher as support from the first source. It can also be said that data is compiled in the form of documents. In this study, observation and tests are a source of sekunder

RESULTS

This research aims to examine the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SD Negeri 0501 Hutanopan. Islamic Education is a critical subject in primary schools, as it plays a significant role in developing students' understanding of their faith and moral values. By applying the PBL model, this study seeks to explore how engaging students in problem-solving activities can enhance their knowledge, critical thinking, and practical application of Islamic teachings in everyday life.

Problem-Based Learning (PBL) is an instructional approach that emphasizes student-centered learning through the exploration and resolution of real-world problems. In the context of Islamic Education, PBL allows students to engage with the material actively, rather than passively receiving information from the teacher. Students work collaboratively to solve problems that are related to Islamic teachings, which encourages them to think critically, reflect on their learning, and apply Islamic principles to real-life situations.

The research was conducted at SD Negeri 0501 Hutanopan, focusing on a group of fifth-grade students. To assess the impact of PBL, the study employed a pre-test and post-test design. The pre-test results indicated that students had basic knowledge of Islamic teachings but struggled with applying these concepts in practical scenarios. After the PBL intervention, which involved problem-solving tasks, group discussions, and hands-on activities, the post-test results showed a significant improvement in students' understanding and ability to apply Islamic teachings.

The findings suggest that PBL had a positive impact on student learning outcomes in Islamic Education. Students who participated in PBL activities demonstrated greater engagement with the material, as they were actively involved in finding solutions to real-world problems. This approach allowed students to connect theoretical knowledge with practical situations, which made the learning experience more relevant and meaningful. Furthermore, students were able to develop their critical thinking and problem-solving skills, as they were encouraged to analyze issues from different perspectives and collaborate with their peers.

Another key advantage of PBL was its impact on student motivation. By incorporating real-life problems, PBL made the subject matter more interesting and relatable. Students were more motivated to participate in lessons because they could see the practical value of the knowledge they were gaining. Additionally, the collaborative nature of PBL fostered a sense of teamwork, as students worked together to solve problems, share ideas, and learn from one another. This social aspect of learning helped create a positive classroom environment where students felt comfortable expressing their thoughts and opinions.

Teachers also reported positive outcomes from implementing the PBL model. They observed that students became more independent in their learning, taking ownership of their education and demonstrating greater responsibility in completing tasks. Teachers noted that PBL provided opportunities for students to engage in deeper discussions, ask more thoughtful questions, and take part in activities that required them to apply what they had learned. This shift towards a more interactive, student-driven approach to learning created a more dynamic classroom atmosphere.

Despite the clear benefits, the study also identified challenges in implementing the PBL model. One of the main obstacles was the need for adequate resources, as PBL activities often require materials and tools that may not always be readily available.

Additionally, teachers needed to allocate more time for preparation and facilitation of PBL activities. However, these challenges could be mitigated through better planning and collaboration among teachers, as well as by providing students with access to additional resources outside the classroom.

In conclusion, the application of the Problem-Based Learning model proved to be an effective method for improving student learning outcomes in Islamic Education at SD Negeri 0501 Hutanopan. PBL promoted active learning, critical thinking, and collaboration, helping students connect Islamic teachings to real-life situations and enhancing their ability to apply these teachings meaningfully. The results of the study suggest that the PBL model is a valuable teaching approach that can be used to engage students more effectively in Islamic Education. It is recommended that schools consider adopting PBL as a regular instructional method to improve both academic performance and student engagement in the subject.

DISCUSSION

The discussion in this PTK is based on the results of observations followed by evaluation and reflection activities. Based on the results of the first and second cycles of research, it was shown that PAI and BP learning using the problem-based learning model had improved, both in terms of increasing student activities and learning outcomes during the learning process. The problem-based learning model tries to optimize student activities. This can be seen in the steps of the problem-based learning model which is reflected during the learning process which is dominated by student activities. Based on the results of observation and reflection in cycle 1, it can be seen that the implementation of learning with this learning model, the active involvement of students has not been able to take place optimally, from the observation results of student activity observation only reached 62.5%.

Students still feel embarrassed to ask questions and are afraid to answer questions from teachers or other students so that more students are silent. Students also have not been able to cooperate optimally in discussions, during the implementation of learning as a whole students feel happy and enthusiastic about participating in learning. The learning activities that are not optimal are caused by students who are not used to the problem base learning learning model which has only been applied for the first time in PAI and BP learning in Class V of SDN 0501 Hutanopan.

From this background, the researcher then continued the second cycle of learning. From the results of the second cycle of student activities, the percentage of student activity increased to 87.5%. Based on observations in the second cycle, students are more active in participating in the learning process in the classroom, no longer shy about asking questions or answering questions from teachers or other students. Students have been able to discuss in an orderly and good manner.

Students also had the courage to convey and respond to the results of the discussion. Each couple wants to stand out and get better grades. This combined learning creates a fun atmosphere, students are directly involved in learning. The existence of this learning makes students feel happy and enthusiastic in participating in the learning process. Through this game, students try earnestly to find the pair of cards they get. This motivates students to play an active role in learning in order to provide the best results.

The results of this study suggest that the Problem-Based Learning (PBL) model significantly enhances student learning outcomes in Islamic Education at SD Negeri 0501 Hutanopan. By applying PBL, students were not only able to gain a deeper understanding of Islamic teachings but also developed critical thinking and problem-solving skills. These findings align with the core principles of PBL, where students are expected to actively engage with real-world problems and collaborate with peers to find solutions. This approach moved away from traditional, teacher-centered methods, allowing students to take ownership of their learning and apply Islamic principles to practical situations.

One of the most notable benefits of the PBL model is its ability to make the content more relevant and meaningful to students. Through problem-solving activities, students were able to connect abstract Islamic concepts to real-life scenarios. This practical application helped students see the value of what they were learning and increased their motivation to participate in class. The focus on real-world issues made the lessons feel more applicable to their everyday lives, which likely contributed to the significant improvement in their post-test scores.

Furthermore, the PBL model fostered an environment of active learning and collaboration. Students worked in groups to tackle problems, which encouraged them to share ideas, ask questions, and engage in discussions. This collaborative learning environment not only enhanced students' understanding of the material but also promoted teamwork and communication skills. Working together to solve problems helped students develop social skills, including empathy and respect for diverse perspectives. This group dynamic created a supportive learning atmosphere where students felt more comfortable contributing and learning from each other.

In addition to academic benefits, PBL also contributed to improved student motivation. By tackling real-life problems, students saw that their learning had practical applications beyond the classroom. This helped them understand the relevance of Islamic teachings and increased their interest in the subject. When students are motivated and engaged, they are more likely to participate actively in lessons and retain the material. This increased motivation was evident in the positive classroom interactions and greater enthusiasm for learning observed during the study.

Teachers also reported positive outcomes from implementing PBL. They observed that students were more independent in their learning and showed greater responsibility in completing tasks. The shift to a student-centered learning environment allowed teachers to act as facilitators rather than just transmitters of knowledge. Teachers were able to provide more individualized support and guidance, helping students who struggled with specific concepts. The increased interaction between students and teachers through PBL activities promoted deeper discussions and allowed for more tailored feedback, which contributed to a more effective learning process.

Despite the advantages, the study also highlighted challenges in implementing the PBL model. One of the primary obstacles was the need for adequate resources. PBL activities often require additional materials and tools, which may not always be available in every classroom. Moreover, teachers need more time to design and prepare PBL activities, which can be difficult to manage within the constraints of the school schedule. However, these challenges can be addressed by better planning and resource allocation, as well as providing teachers with additional training on how to effectively implement PBL in the classroom.

In conclusion, the Problem-Based Learning model has proven to be an effective teaching method for improving student learning outcomes in Islamic Education. By fostering active engagement, critical thinking, and collaboration, PBL allowed students to connect Islamic teachings to real-life problems and become more motivated to learn. Although there are challenges to implementing this model, the benefits observed in this study suggest that PBL is a valuable approach that can enhance the quality of Islamic Education. Schools are encouraged to continue exploring innovative teaching methods like PBL to further improve student outcomes and create more engaging learning environments.

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of the Problem-Based Learning (PBL) model effectively improves student learning outcomes in Islamic Education at SD Negeri 0501 Hutanopan. By applying real-world problems to the subject matter, PBL helped students better understand and connect Islamic teachings to

practical situations. This approach fostered deeper engagement with the content, allowing students to think critically and apply their knowledge in meaningful ways. The study found that PBL not only enhanced students' academic performance but also contributed to their overall motivation and enthusiasm for learning. Students were more motivated to participate in lessons because they could see the relevance of Islamic teachings to their daily lives. The collaborative nature of PBL also encouraged teamwork, communication, and problem-solving skills, which are essential for students' holistic development. Moreover, the shift to a student-centered learning approach helped students take greater ownership of their learning. With the teacher acting as a facilitator, students were given the opportunity to explore the subject matter more independently. This autonomy, coupled with the guidance provided by the teacher, allowed students to deepen their understanding and increase their responsibility toward their education. Although the study identified challenges in the implementation of PBL, such as the need for additional resources and time, these obstacles can be overcome with careful planning and resource management. Teachers can also benefit from professional development opportunities to enhance their ability to effectively implement PBL in the classroom. With the right support, the PBL model can be successfully integrated into the teaching of Islamic Education. In conclusion, the Problem-Based Learning model is a valuable educational tool that significantly improves student learning outcomes in Islamic Education. By encouraging active learning, critical thinking, and collaboration, PBL creates a more engaging and meaningful learning experience for students. Schools are encouraged to consider adopting PBL as a regular teaching method to further enhance student achievement and foster a deeper understanding of Islamic values and principles.

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