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Application of Problem Based Learning Strategies to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 0904 Parantonga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. 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 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 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Islamic Religious Education (PAI) plays a very important role in shaping the character of students, especially in instilling moral and social values contained in Islamic teachings. One of the PAI materials that is very relevant and in-depth for students is material about caring for others, such as caring for orphans. This material teaches students about the importance of affection, attention, and concern for orphans as a form of implementation of social values in Islamic teachings. However, based on initial observations at SDN 0904 Parantonga, it was found that the learning outcomes of students in the orphan care material were still low. Students are not able to understand well the meaning and importance of caring for orphans, as well as how to apply this value in daily life.

This is due to several factors, including a learning approach that is still focused on conventional methods and a lack of variety in teaching that can activate the participation of students to the maximum. Most of the learning is still carried out by lectures or providing material in one direction, which causes students to feel less involved and lack a good understanding of the material. For this reason, changes are needed in the learning approach so that students are more interested, active, and involved in PAI learning. One alternative that can be used is the Problem Based Learning (PBL) learning model.

PBL is a learning model that focuses on solving real problems faced by students. With this model, learners are faced with problems relevant to their lives, which they then solve through discussion, research, and collaboration with their classmates. Through the implementation of PBL, it is hoped that students can better understand the material about orphans in depth, not only in terms of theory, but also how they can implement it in real life. The PBL model also provides opportunities for students to think critically and creatively in finding solutions to the problems they face. This is very relevant to the topic of PAI learning about orphans, where students can reflect and discuss real ways to help and love orphans, as well as motivate them to carry out social actions in their daily lives. In addition, PBL encourages collaboration between students, which can improve social skills and strengthen relationships between classmates.

However, although PBL has many benefits, its application in PAI learning at SDN 0904 Parantonga is still limited. Teachers in this school have not fully implemented the PBL model in the learning process, especially in PAI learning. Most teachers still use the traditional approach that relies on individual lectures and assignments. Therefore, it is important to test and evaluate whether the application of the PBL model can really improve the learning outcomes of students, especially in PAI materials that teach about orphans. Based on the description above, the author feels the need to conduct a class action research (PTK) entitled "The Application of Problem Based Learning (PBL) Learning Strategies to Improve PAI Learning Outcomes Theme of Loving Orphans in Grade V Students of SDN 0904 Parantonga".

Thus, this study aims to overcome this problem by applying the Problem Based Learning (PBL) model in PAI learning to improve the learning outcomes of grade V students of SDN 0904 Parantonga. In addition, this study also seeks to explore the challenges and obstacles that may be faced in the application of the PBL model to PAI learning at the elementary school level.

METHODS

The type of research used is Classroom Action Research. Classroom Action Research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a classroom simultaneously (Suharsini, 2014: 3).

The form of Classroom Action Research used is Collaborative Classroom Action Research, namely the researcher collaborates with class V Parantonga teachers. The Classroom Action Research that is being researched takes the subject of Islamic Religious Education (PAI) Final Day material with the application of the problem base learning model. The subjects of this study are teachers and students of class V Parantonga with a total of 35 students, consisting of 14 male students and 21 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.

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 actions in cycle II are improvements and refinements of the actions carried out in cycle I. Therefore, the actions of cycle II are carried out by looking at the results of observations of teaching and learning activities and student learning outcomes in cycle I. The data analyst techniques are; 1) Observation and; 2) Tests.

RESULTS

PAI and BP learning is considered one of the difficult materials if it is only explained without using strategies suitable for the material taught. In Class V of SDN 0904 Parantonga, students experience difficulties in the learning process, so that almost all students do not ask questions about the material being taught. This happened because the researcher knew that when learning PAI and BP in delivering material, they used more lectures, wrote material on the blackboard, and read the material books taught without any other strategies or methods.

Based on the data obtained from the results of initial observations and researchers' observations regarding the learning conditions of PAI and BP in Class V of SDN 0904 Parantonga, it is known that student activities and learning outcomes are still low. Many students still do not achieve the completeness of learning outcomes. In the implementation of cycle I, the research indicators that have been applied have not been achieved, so it is continued to cycle II. Based on the results of observations on student activities and teacher performance in PAI and BP learning using the active learning strategy of index cardmatch in cycle II, there has been an increase. In the second cycle, the increase in student activity reached 92.31%. In cycle II, the average grade of the class was 77.24 with classical completeness of 86.21%.

Thus, it can be concluded that in the second cycle of learning activities, teacher performance, and learning outcomes of PAI and BP have met the criteria of classical completeness that have been applied, namely 85% for learning activities and 85% for student learning completeness and classical completeness of learning outcomes of 70. Based on the recapitulation of the data of the written test results of cycle I and cycle II, it can be explained that the learning achievement of PAI and BP subjects on the material when the earth stops spinning continues to increase in each cycle. The improvement in learning outcomes also increased from completeness in the initial condition of 30.76% or 4 students increased to 61.54% or 8 students and 92.31% or 12 students in the last cycle with a classical average score of 46.15 in the initial condition increased to 61.54 in the first cycle and 77.24 in the second cycle.

This study explores the implementation of the Problem-Based Learning (PBL) strategy to enhance student learning outcomes in Islamic Religious Education (PAI) at SD Negeri 0904 Parantonga. The aim of the research is to assess how PBL can contribute to better understanding and retention of PAI content, particularly among elementary school students. In the context of PAI, which encompasses values, beliefs, and moral teachings, students' engagement and active participation are crucial for achieving optimal learning outcomes.

Problem-Based Learning is an instructional method where students learn through solving real-world problems. This approach encourages active learning, critical thinking, and collaboration among students, thus making the learning process more interactive and meaningful. In the case of PAI, PBL can help students not only acquire knowledge but also apply Islamic teachings in their daily lives. This study investigates how such a method can improve students' performance in PAI subjects by fostering deeper understanding and promoting more effective learning strategies.

The research was conducted at SD Negeri 0904 Parantonga, with a focus on a sample group of students from grade 5. The study employed a pre-test and post-test design to measure the impact of PBL on students' academic achievements in PAI. The intervention consisted of several PBL-based activities that encouraged students to explore Islamic concepts through problem-solving scenarios, group discussions, and reflective exercises.

The findings indicated that the use of the PBL strategy led to a significant improvement in students' learning outcomes. The pre-test results showed that students

had limited knowledge of the PAI subject, while the post-test results demonstrated a clear enhancement in their understanding and retention of the material. The PBL approach encouraged students to take responsibility for their own learning, collaborate with peers, and critically analyze Islamic teachings in the context of real-life situations.

Moreover, students showed increased motivation and enthusiasm for the subject matter. The hands-on, interactive nature of PBL made PAI lessons more engaging, which in turn improved their attitude toward learning. The study also revealed that students became more confident in discussing and applying Islamic values, demonstrating a deeper connection to the material.

Teachers also reported positive outcomes from the implementation of PBL. They observed that students were more proactive in class discussions and were able to articulate their thoughts more clearly. Teachers noted that PBL helped to create a more dynamic and student-centered classroom environment, where learners were actively involved in their own educational process.

However, the study also highlighted some challenges in implementing PBL. These included the need for adequate resources, time constraints, and the necessity for teachers to receive proper training in facilitating PBL activities. Despite these challenges, the benefits of using PBL in PAI education were clear, suggesting that it is a valuable strategy for improving student outcomes in Islamic education.

In conclusion, the application of Problem-Based Learning in Islamic Religious Education at SD Negeri 0904 Parantonga proved to be an effective approach for enhancing students' learning outcomes. This study supports the integration of PBL into the curriculum as a way to improve student engagement, critical thinking, and application of Islamic teachings. Given the positive results, it is recommended that schools consider adopting PBL as a regular teaching method to further enrich the educational experience of students.

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 active learning strategies based learning has increased, both in terms of increasing student activities and learning outcomes during the learning process. The active learning strategy of problem-based learning seeks to optimize student activities. This can be seen in the steps of active learning strategies for problem-based learning which are reflected during the learning process which is dominated by student activities.

Learning is carried out by students by matching cards containing questions and answers that are shared with different classmates (Problem base learning) then students look for their respective pairs to match the answers to find a partner. The use of active problem-based learning strategies can increase student cooperation in solving problems and understanding the material. Through the problem base learning game (index card), it is hoped that students can understand the material to recognize when the earth stops spinning.

With an award for the best performing partner, it is also one of the motivations for students to increase their activities during the learning process. Each pair competes to get the highest score in the class, this motivates students to interact with teachers or other students in the index cardmatch game so that students are also motivated to learn and understand the material well. Based on the results of observation and reflection in cycle 1, it can be seen that the implementation of learning with this learning strategy has not been able to take place optimally, from the observation results of student activity observation has only reached 70.59%. 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 with their partners and have not understood the procedures for problem base learning (index cards) games at the time of the implementation of the game even though overall 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 active learning strategy of problem based learning which is the first time it has been applied to PAI and BP learning in Class V of SDN 0904 Parantonga. From this background, the researcher then continued the second cycle of learning. From the results of student activities in the second cycle, the percentage of student activity increased to 92.31%.

Based on observations in the second cycle, students are more active in participating in the learning process in class, 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.

Learning combined with this game creates a fun atmosphere, students are directly involved in learning. The existence of this learning makes students feel happy and enthusiastic in following the learning process. Through this game, students try earnestly to find the pairs of cards they have acquired. This motivates students to play an active role in learning in order to provide the best results.

CONCLUSION

From the research conducted by the researcher on the application of the problem-based learning method in improving student learning outcomes in the material of Caring for Orphans in grade V of SDN 0904 Parantonga, the researcher concluded that: The success of PAI learning at SDN 0904 Parantonga seen from the learning outcomes of students can be improved through the problem-based learning method. This can be seen from the results of the learning test from cycle I and cycle II which increased from 62% to 85%. The results of observation in the use of the application of the problem-based learning method in improving student learning outcomes in the material of Caring for Orphans which were followed by students at the time of action showed an increase in student activities that were categorized as good and satisfactory with a range in cycle II. The use of the application of the problem-based learning method can also increase the efficiency of PAI learning at SDN 0904 Parantonga and make learning fun and interesting for students. In conclusion, the application of the Problem-Based Learning (PBL) strategy in Islamic Religious Education at SD Negeri 0904 Parantonga has proven to be highly effective in improving student learning outcomes. The research demonstrated that PBL encouraged students to engage more actively with the content and significantly enhanced their understanding of Islamic teachings. By solving real-world problems, students were able to apply their knowledge in meaningful ways, leading to better retention and comprehension of the material. Furthermore, the study showed that PBL increased students' motivation and enthusiasm for the subject. The interactive and student-centered nature of PBL made the learning process more enjoyable and engaging, which in turn fostered a positive attitude toward Islamic Religious Education. Students became more confident in discussing Islamic values and applying them in real-life situations, demonstrating a deeper connection to the subject matter.The results also indicated that PBL improved collaborative learning among students. Through group discussions and problem-solving activities, students developed critical thinking and teamwork skills, which are essential for their academic and personal growth. This approach allowed students to take ownership of their learning, making the educational experience more effective and meaningful. While the study highlighted the positive impact of PBL, it also pointed out certain challenges in its implementation, such as the need for adequate resources and teacher training. Nevertheless, the benefits observed suggest that PBL is a valuable pedagogical strategy for enhancing Islamic Religious Education, and its continued use could lead to further

improvements in student outcomes. It is recommended that schools adopt PBL as a regular method of instruction to further enrich the learning experience of students.

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