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## Application of Problem-Based Learning in Improving Student Learning Outcomes in Islamic Education Learning at SD IT Robbani Ujung Batu 1

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**Abstract:** This research aims to improve student learning outcomes in the subject of Islamic Religious Education Asmaul Husna material by applying problem-based learning. Problem-based learning can improve student learning outcomes in learning Islamic religious education material Teladan Mulia Asmaul Husna class IV A at SD IT Robbani Ujung Batu 1 Academic Year 2024/2025. The background of this study is the low learning outcomes of students caused by the use of less varied learning methods, such as lectures, which make students passive and unmotivated to learn. This study uses the Classroom Action Research method which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were 24 grade 4 students of SD IT Robbani Ujung Batu 1. Data were collected through observations, interviews, and learning outcome tests. The results of the study showed a significant increase in student learning outcomes. In the first cycle, a score of 58.33 % was obtained. In the second cycle, a score of 87.5% was obtained. The application of Problem-Based Learning has been proven to increase students' active participation in group discussions and increase their understanding of Asmaul Husna's material. Based on the results of the study, it was concluded that the Problem-Based Learning model is effective in improving learning outcomes and student participation. It is recommended that this learning model continues to be applied with a variety of more interactive methods to improve the quality of learning.

**Keywords:** problem based learning, learning outcomes, Islamic education.

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### INTRODUCTION

Learning outcomes are an indicator that shows how far students have achieved the learning goals that have been set. Learning outcomes can be defined as behavioral changes, both in cognitive, affective, and psychomotor aspects, that occur in students after they follow the learning process. According to Sudjana, learning outcomes are the abilities that students have after receiving a learning experience, which includes knowledge, skills, and attitudes.<sup>1</sup> Thus, learning outcomes not only measure how well learners can remember the information that has been taught, but also how well they can apply that

knowledge in different contexts, as well as how their attitudes and behaviors change as a result of the learning process.

Teachers have an important role in evaluating student learning outcomes. The learning outcome evaluation process helps teachers understand the extent to which learners have achieved learning objectives and can be used to identify areas that need improvement. The importance of understanding and evaluating learning outcomes allows educators to monitor student progress, adjust teaching methods, and ensure that learning is effective. Islamic Religious Education (PAI) learning has a crucial role in shaping the morals and morality of students in accordance with Islamic teachings. One of the important materials in PAI is Asmaul Husna, which teaches the 99 names of Allah and His perfect attributes. This material not only serves as basic knowledge in Islam, but also as a foundation to form the character and personality of students with noble character. However, in reality, many students still experience difficulties in understanding and appreciating the meaning of Asmaul Husna, which then has an impact on their low learning outcomes in this material. Learning methods that are still conventional, such as lectures and memorization, often cause students to feel bored and less motivated. This results in a lack of in-depth understanding and a lack of application of Asmaul Husna's values in daily life.

Therefore, innovations are needed in learning methods that can increase the active and in-depth involvement of students in the teaching and learning process. Based on the author's initial observations, the level of learning outcomes of students in the Islamic Religious Education subject at SDIT Robbani Ujung Batu 1 is quite low. This is marked by the results of students' daily exams which still have not reached the maximum. Another condition that can be seen in Islamic religious education learning activities is that students are less motivated and interested, students are indifferent to the teacher's explanations, like to make noise, and disturb other friends in class. It is strongly suspected that this is due to learning methods that have not yet varied. Teachers tend to prefer to teach with lectures, give assignments, and often use whiteboards and pictures as teaching media. This can cause boredom to students.

Problem-Based Learning (PBL) is one of the learning methods that can be a solution in overcoming this problem. PBL is a learning approach that puts students as the center of learning by exposing them to real situations that must be solved.

Problem-based learning (PBL) in the context of Islamic Religious Education (PAI) learning has been the focus of various studies that aim to explore its effectiveness in improving student learning outcomes. Among them, research conducted by Ramli & Mahmud in 2016, shows that the application of PBL in PAI learning can increase students' understanding of Islamic values. In the study, students who were taught using the PBL model showed a deeper understanding of concepts such as justice, patience, and responsibility. This is because PBL encourages students to relate theory to the context of daily life, so that their understanding of teaching materials is more applicable. Likewise, in a study conducted by Rahmawati in 2017, it was found that the application of PBL in PAI learning was able to increase student motivation and engagement. The PBL model makes PAI learning more interesting and relevant, because students are faced with real problems that require them to think and act in accordance with Islamic values. This study shows that students who are actively involved in the PAI learning process through PBL tend to have better learning outcomes. Overall, these studies show that the application of PBL in PAI learning has a positive impact on student learning outcomes. This model not only improves students' cognitive understanding of Islamic teachings, but also develops affective aspects such as critical thinking skills, collaborative skills, and emotional engagement. PBL helps make PAI learning more dynamic, relevant, and meaningful for students in their daily lives. In the context of Asmaul Husna learning, PBL can help students not only memorize the names of Allah, but also understand their meaning and application through solving problems that are relevant to daily life. Through the implementation of PBL, students are expected to be more active in the learning process,

improve critical thinking skills, and foster a sense of responsibility and independence. In addition, PBL is also believed to increase students' motivation to learn, because they are directly involved in finding solutions to the problems they face. Thus, the application of PBL in Asmaul Husna learning is expected to improve student learning outcomes, both in cognitive, affective, and psychomotor aspects.

Learning is a process of a person's mental activity in interacting with their environment so that it produces positive behavioral changes, both changes in knowledge, attitudes and psychomotors.<sup>5</sup> Learning is also a change in behavior towards good, where the change occurs through practice or experience. The change in behavior must be relatively steady which is the end rather than a long period of time. Behaviors that undergo changes due to learning involve various aspects of personality, both physical and psychological, such as changes in the meaning of solving a problem/thinking, skills, abilities or attitudes.

This learning model is a teacher-centered approach where the teacher conveys information directly to the Students. Teachers provide explanations, demonstrations, and instructions followed by structured exercises and feedback. This model is effective for teaching basic skills or factual knowledge. The advantage of this model is that it is suitable for teaching content that requires a clear and direct understanding and allows for good classroom control. The disadvantage is that it does not encourage the active participation of students and is not suitable for teaching critical or creative thinking skills. This model emphasizes cooperation among learners in small groups to achieve common learning goals. Students share knowledge with each other and help each other to complete tasks. The advantages of this model are improving social and team skills, as well as helping learners learn from different perspectives. The disadvantage is that it takes longer to achieve learning goals and there can be an imbalance in contributions between group members. In this model, learning begins by exposing students to real problems that they must solve. Learners learn through an active inquiry process, which encourages the development of critical thinking and problem-solving skills. The advantages of this PBL learning model are that it encourages active and independent learning, as well as developing higher-level thinking skills. The disadvantage is that it requires more in-depth preparation by students can find it difficult without adequate guidance.

This model emphasizes exploration and discovery as the primary methods for learning. Students are given the opportunity to formulate questions, conduct research, and draw conclusions based on their own findings. The advantages of this model are that it strengthens analytical abilities and research skills and encourages high curiosity and motivation to learn. Meanwhile, the disadvantage is that it requires students who have high self-motivation and the learning process can run slowly without a clear structure. This model engages Learners in projects that require in-depth research and real problem-solving. These projects are usually interdisciplinary and last for several weeks or months. The advantage of this PjBL learning model is that it connects learning with real life and improves organizational, time management, and collaboration skills. The downside is that it requires good time management by teachers and learners and it can be difficult to measure learning progress during the project process.

## **METHODS**

This type of research is classroom action research (PTK). PTK can be interpreted as the process of studying learning problems in the classroom through reflection from within an effort to solve the problem by taking various planned actions in real situations and analyzing every influence of the treatment. The variables in the study are variations that are the elements of the object in the research. There are two variables in this study, namely the independent variable (independent variable) and the dependent variable (bound variable). The free variable is the variable that affects or causes the change in the occurrence of the bound variable. While the bound variable is the variable that is affected,

the result of the existence of an independent variable. The variables of this study are as follows: 1) The application of PBL in PAIBP Learning as an independent variable; 2) Learning outcomes of PAI and BP Muliaan Asmaul Husna Exemplary Materials at SDIT Robbani Ujung Batu 1 as bound variables. The population in this study is all class IV students totaling 34 people. Meanwhile, the sample in this study uses purposive sampling, namely 24 students in class IV A.

The data collection techniques used for data collection in this study are as follows: 1) Learning outcome tests in the form of post tests and question tests with the number of questions given in an objective form with test sheets. Furthermore, the test results of the application of the concept are analyzed for improvement whose purpose is to improve the learning outcomes of students who take the test; 2) Observation sheets are used to obtain systematic records about the activities of teachers and students during the learning process of Islamic religious education by using the PBL model to improve student learning outcomes. Observations are made by researchers to observe the learning process regarding everything that happens in the learning process; 3) Documentation is shown to obtain data directly from the research site, including photographs, relevant data, teachers, students and objects or tools that can support this research.

Data analysis is the process of systematically searching for and compiling data that has been obtained from the results of observations, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging them into patterns, choosing which ones are important and will be studied and drawing conclusions so that they are easy to understand by yourself and others. Data analysis is carried out every time the action is given ends and after data collection. Based on the data from the observation sheet, an analysis was then carried out. Data analysis is carried out during the research process and until the research is completed. Descriptive analysis was carried out on qualitative data. All data are reviewed and discussed by the author, then reflection is carried out and conclusions are drawn.

## **RESULTS**

SDIT Robbani Ujung Batu 1 was established on September 8, 2016 and is located at SD IT Robbani located at Ujung Batu I RT.09 RW.02 Hutaraja Tinggi District, Padang Lawas Regency. Geographically, it is located in a lowland area, which is 9 Km from the Sumatra highway with an estimated 30 minutes to be reached by motorized vehicle

The facilities and infrastructure of SDIT Robbani Ujung Batu 1 generally have classroom facilities (10 classes) while the learning group of SDIT Robbani Ujung Batu 1 currently has ten groups (10 groups). In addition to classrooms, SDIT Robbani Ujung Batu 1 also has a library and other supporting facilities such as (offices and toilets). Each classroom at SDIT Robbani Ujung Batu 1, in addition to having primary equipment such as desks, chairs and whiteboards, is also equipped with fans, classroom cabinets and display cabinets made by students. Some of the facilities that are already available but not adequate (the number is minimal), namely multimedia devices, laptops and LCD projectors, and internet Wifi that have not reached all classes.

If you look at the socio-cultural characteristics, most of the students of SDIT Robbani Ujung Batu 1 come from the lower middle socioeconomic class. The community around SDIT Robbani Ujung Batu 1 is mostly farmers and self-employed, some are government employees and private employees. With a cultural background as mentioned earlier, it has advantages, including that the parents of students are very supportive (give trust) to the school to educate their children. The culture of politeness, courtesy, mutual cooperation and religion is also clearly depicted in every interaction between the school and the parents of students. This is one of the strengths in shaping the character of students who have a Pancasila student profile. The challenges faced are seen in the financial support and attention to students' education is still low, so it seems that students

only need to study at school without more effort from parents to provide the best education for their children.

Based on the results of observations that have been made by researchers, there are several obstacles in the learning process. The learning process in the classroom is still dominated by teachers and teachers still use the lecture method and students are less actively involved so that during learning there are a lot of students who tend to play alone, talk to their peers and do not pay attention to what is conveyed by the teacher, so that the classroom situation is not conducive and the learning results obtained by grade IV students of SDIT Robbani Ujung Batu 1 in the subject Islamic Religious Education material of Exemplary Mulia Asmaul Husna is relatively low, although not all get low results, there are some students who get grades above average.

Before the implementation of cycle I, the researcher conducted research on the initial condition of students before the implementation of the Problem-Based Learning learning model. Based on the results of observations that have been made by researchers, the learning process is still dominated by teachers. Students are seen to be less active in participating in the learning process. Teachers still use the lecture method a lot in explaining learning materials so that students are not interested in paying attention and listening to the material being explained by the teacher. Based on the data in the table above, it can be seen that the average pre-test score of class IV A students in the Islamic religious education subject of Teladan Mulia Asmaul Husna 60. Still below the average KKTP of 70. The highest score obtained by students during the pre-test was 80 and the lowest score was 30. The number of questions given in this pre-test is 10 questions, so that the average student is only able to answer 6 questions out of 10 questions given. Students with a score of complete or >70 amounted to 10 students (41.66%) while those whose scores were still incomplete or <70 amounted to 14 students (58.34%). Therefore, it can be concluded that grade IV students of SDIT Robbani Ujung Batu 1 need to take action so that the learning results obtained can be improved, especially in the subject of Islamic Religious Education.

The initial activity from cycle I was carried out based on the results of observations made in the pre-test in the pre-cycle activities which showed several obstacles that caused low student learning outcomes before any action. Based on these problems, an action is planned that emphasizes on improving student learning outcomes, by using the Problem-Based Learning learning model in the learning process of Islamic Religious Education and Ethics. With this action, it is hoped that it will be able to improve the learning outcomes of students. Before carrying out the action, the researcher made a learning design for Islamic Religious Education and Ethics designed by the researcher. The design is made based on observations in the pre-cycle learning process. At the planning stage, the planned action consisted of 1 meeting with the material of Exemplary Mulia Asmaul Husna. Before learning begins, the teacher has prepared a teaching module and an observation sheet by the researcher. Observations were made on students who followed the learning activity process. From the learning outcomes of students in the implementation of cycle I, the average score was 74 with the lowest score of 60 and the highest score of 95, of which 10 students got a score below 70 and 14 students got a score above 70. If calculated based on the percentage of learning achievement, only 58.33% of students were achieved, and 41.66% of students who were not achieved were learning. Based on the learning results of Islamic Religious Education. From the description above, it can be seen that by applying the Problem-Based Learning model in improving student learning outcomes in the first cycle is still moderate. There has been an increase in learning outcomes, but it is still below the desired target, which is 80% of the number of students.

Reflection is an effort to assess the suitability between the action process and the action plan. The results of the reflection are then used to determine the next steps in achieving the goals of Classroom Action Research (PTK). Learning in Cycle I, there was an improvement to the shortcomings identified in the pre-cycle. Based on observations made by researchers and observers, it can be seen that the enthusiasm of students in receiving

the subject matter is quite good. Most of the students have understood and understood the material presented by the researcher by applying the Problem-Based Learning model. However, there are still some students who do not understand the material well. Therefore, observation in the next cycle is still considered necessary. The initial activity of cycle II was carried out based on the results of observations on the results of the first cycle of actions, which showed several obstacles that caused low student learning outcomes in cycle I. Based on the constraints and student learning outcomes that were not maximized in cycle I, an action was planned in cycle II that emphasized on improving student learning outcomes in the learning process by applying a problem-based learning model. From the action of this cycle II, it is hoped that it will be able to improve the learning outcomes of students.

From the learning outcomes of students in the implementation of cycle II, the average score was 81 with the lowest score of 60 and the highest score of 100. If calculated based on the percentage of learning achievement, 87.5% of students are achieved, and 12.5% of students who are not achieved are learning. In the implementation of the action of applying the Problem-Based Learning model with a differentiated approach, cycle II has gone well. From the results of the observation evaluation, it can be concluded that the actions that have been taken are in accordance with the plan that has been prepared beforehand, and have achieved the expected learning results. Cycle I is carried out with one meeting. The data obtained by the researcher has been displayed in the table of the first cycle, from the results of the data analysis of the first cycle, the researcher calculated the number of scores from the observation sheet and the student learning outcome test from the data that can be obtained, then in the first cycle there are 65 scores with an average of 3.82 for the teacher's ability to apply the Problem-Based Learning model from the score, it can be concluded that the teacher's ability to carry out actions is considered good. The student learning outcome test was calculated using a percentage formula, from the data that the researcher calculated, the learning outcomes of students who completed in the first cycle were obtained a score of 58.33%. This indicates that the learning outcomes of students are classified as moderate and are considered to still need to be followed up to the next cycle, namely cycle II. In this cycle, the researcher made improvements in the learning outcomes of students who had not reached the KKTP in cycle I.

From the results of the data analysis of cycle II, the researcher calculated the number of scores from the observation sheets and student learning outcome tests from the data, so in cycle II 84 was obtained. A score with an average of 4.95 for the teacher's ability to apply the Problem-Based Learning model from the score, it can be concluded that the teacher's ability to carry out actions is relatively satisfactory. The student learning outcome test was calculated using a percentage formula, from the data that the researcher calculated, the learning outcomes of students who completed their studies in the second cycle were obtained a score of 87.5%. This indicates that the learning outcomes of students are relatively high and the actions that have been taken are in accordance with the previously prepared plan and have achieved the expected learning outcomes. Based on the results that have been achieved in cycle II, there is no need to take action in cycle III. The activities of students in the learning process of Islamic Religious Education in grade IVa SDIT Robbani Ujung Batu 1, which were observed by observers were the activeness of students in learning, the ability of students to understand the subject matter, the skills of students in asking questions, the activities of students in discussions, the activeness of students in reporting the results of the discussion, and the accuracy of students in completing assignments.

## **DISCUSSION**

The activities of students in the learning process of Islamic Religious Education in grade IVa SDIT Robbani Ujung Batu 1, which were observed by observers were the activeness of

students in learning, the ability of students to understand the subject matter, the skills of students in asking questions, the activities of students in discussions, the activeness of students in reporting the results of the discussion, and the accuracy of students in completing assignments. Based on the data of table 4.9, it can be seen that the achievement of student learning outcomes has increased. The results of the study showed an increase in student learning outcomes from cycle I to cycle II. Cycle 1 achieved 58.33%. In Cycle II, it achieved 87.5%.

This increase is due to teachers carrying out learning by applying the Problem-Based Learning model and coupled with a defensive approach in cycle II in teaching and learning activities. By applying the Problem-Based Learning model, the results of research conducted through student learning as a whole have proven to be very effective in improving student learning outcomes. To achieve the learning goals of Islamic Religious Education and Ethics as a whole, it is not enough only to transfer knowledge from teachers to students, but also to stimulate and motivate students to be active in teaching and learning activities. This is in line with what is explained that by implementing the Problem-Based Learning learning model, it can improve the learning outcomes of Islamic Religious Education and Ethics of the material of Exemplary Honorable Asmaul Husna. The students are quick to respond to the material presented by group learning, train students to reason what is presented, and create and encourage students to be more active.

## **CONCLUSION**

Based on the results of research and discussion on learning by applying the Problem-Based Learning model to improve the learning outcomes of Islamic Religious Education and Ethics subject of Exemplary Honorable Asmaul Husna material in Class IV A SDIT Robbani Ujung Batu 1, it can be concluded that: 1) Teachers' activities in carrying out the learning process increased from cycle I to the good category and to the satisfactory category in cycle II, This is because teachers have been able to understand and implement learning steps with the Problem-Based Learning model and have been implemented very well; 2) The implementation of learning by applying the Problem-Based Learning model can improve student learning outcomes, because the results of learning evaluation carried out by researchers at the end of cycle I compared to those carried out at the end of cycle II always increase. In Cycle 1, the achievement reached 58.33% and in Cycle II it reached 87.5%. This means that learning by applying the Problem-Based Learning model can improve learning outcomes in the subject of Islamic Religious Education and Ethics of the material Exemplary Mulia Asmaul Husna in class IV A SDIT Robbani Ujung Batu 1.

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