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Increasing Students' Learning Motivation Through Problem Based Learning at SD Negeri 0405 Hutaraja Lamo

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. 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 show 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 completeness in each cycle with details of the pre-cycle of 40.19%, the first cycle of 67.37% and in the second cycle it increased to 87.82%. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

The implementation of the independent curriculum is one of the efforts to improve the quality of formal education in Indonesia, in its implementation the merdeka curriculum is a learning development process and one of them is the passive learning pattern to active learning-seeking (the learning of active students seeking is increasingly strengthened by the learning model of a scientific approach and the pattern of individual learning to group learning (team-based). In choosing a learning method, teachers should always pay attention to the factors of students who are the subject of learning, because each student basically has different abilities and ways of learning from other students. These differences can cause different needs from each individual student. However, it does not

mean that learning must be changed to individual learning, but rather an alternative learning is needed that allows the needs of all individual students to be met.

Good and correct teaching skills are one of the demands as an educator, so a teacher must be able to choose and use the right learning approach and in accordance with the material to be delivered, and must consider the level of development of students. The approach applied to the independent curriculum is a scientific approach, which is an approach that emphasizes more on learning that activates students and one of the models in the scientific approach is the problem-based learning model. SD Negeri 0405 Hutaraja Lamo is a school that has quite adequate facilities and input from students who enter with different abilities and skills, ranging from students who have low and medium learning abilities to students who have high learning abilities.

Based on observations in grade IV of SD Negeri 0405 Hutaraja Lamo which amounted to 20 students on December 2, 2024, it is known that the learning method used that is often used in learning activities is the lecture method. The use of the lecture method in the learning process of the independent curriculum is calculated to involve less students and must be switched to a learning model that is more active to students so that students do not tend to be passive.

Based on the study of the observation results, problems were obtained that were the cause of the low learning motivation of grade IV students of SD Negeri 0405 Hutaraja Lamo. Teachers use less varied methods and students are less actively involved in learning activities. The learning process causes a lack of motivation for students to learn in Islamic Religious Education subjects, resulting in students tending to become passive in learning, less appreciative of teachers, and less understanding of the material conveyed, thus affecting students' learning outcomes. The use of invariable learning methods can cause students to feel bored and bored, so that the learning process is less effective and learning goals are not achieved as expected. Based on the responses of several students about the lecture method used by teachers in teaching, they tend to feel bored and bored during learning because teachers only lecture in delivering material. Therefore, to create a more effective learning process, increase the interaction that occurs in students and can increase students' motivation to learn, it is necessary to apply various teaching methods in the learning process.

The solution to overcome the learning problems of students in the class of SD Negeri 0405 Hutaraja Lamo is to apply a problem-based learning model. The reason for choosing problem-based learning is because by using the learning model, in addition to being active in problem solving, students are also required to be active in learning so that the material learned can be solved in accordance with the learning objectives. Problem Based Learning (PBL) is a learning model that requires teachers and/or students to develop a guiding question. Considering that each student has a different learning style, so it provides opportunities for students to explore content (material) using various ways that are meaningful to them, and conduct experiments collaboratively and is a learning approach that pays attention to student motivation. Students explore, assess, interpret and synthesize information through meaningful means.

In a learning, of course, there is a goal, namely so that the material presented can be understood, understood and implemented so that the learning objectives can be achieved. Efforts are made in various ways so that students can carry out activities so that they will experience changes for the better. According to Adi D. (2001), in the language dictionary the term increase comes from the word level that is layered from something that is arranged in such a way, so as to form an ideal arrangement, while improvement is the progress of a person from not knowing to knowing, from not being able to be able to be. Improvement is a process, way, act to raise something or an effort to advance something in a better direction than before. Based on the description above, it can be concluded that improvement is an effort made by learners (teachers) to help learners (students) in improving the learning process so that it can be easier to learn. Learning is

said to increase if there is a change in the learning process, learning outcomes and learning quality change qualitatively.

Motivation comes from the Latin word, namely "Movere" which means drive or driving force. According to Fillmore H. Standford in the book Mangkunegara (2017:93) says that "motivation as an energizing condition of the organism that services to direct that organism toward the goal of a certain class". According to Sardiman (2018:73), motive can be said to be a driving force from within and within the subject to carry out certain activities in order to achieve a goal. In learning activities, motivation is very necessary to arouse students' passion for learning so that learning activities can run well.

The definition of learning motivation according to Sardiman (2018:75) is "The overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved, Uno (2017:23), said that learning motivation is an internal and external encouragement to students who are learning to make changes behavior, in general, with several supporting indicators or elements. From some definitions of learning motivation according to the experts above, it can be concluded that learning motivation is an encouragement that arises both from inside and outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction for learning activities so that the desired goals can be achieved. To explore how motivation is very important in learning, we need to know the functions, types, factors and motivational indicators. Motivation Function Motivation has a very important function in an activity, which will later affect the strength of the activity.

METHODS

The research conducted is Classroom Action Research (CAR) which focuses on efforts to change the current real conditions towards the expected conditions. This research is a qualitative research that aims to improve and find solutions to real and practical problems in improving the quality of learning in the classroom that are experienced directly in the interaction between teachers and students who are learning. According to Wijaya Kusumah and Dedi Dwitagama (2010:20-21) in their book Getting to Know Classroom Action Research, it is explained that there are several models or designs of Classroom Action Research that can be applied and one of them is the Kemmis & McTaggart model.

In accordance with the type of research chosen, namely classroom action research, this study uses the action research model from Kemmis and McTaggart (1990:14) quoted by Wijaya Kusumah and Dedi Dwitagama (2010:20-21), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions are carried out in the form of problem identification and are often referred to as pre-cycle.

Before entering the first cycle, preliminary actions were carried out in the form of problem identification called pre-cycle. At this stage, the researcher carried out the data collection process using the observation sheet instrument to obtain data on the learning motivation of students in the subject of the story of the migration of the Prophet Muhammad PBUH to Medina in grade IV of SD Negeri 0405 Hutaraja Lamo which is still using the lecture and interview learning method with subject teachers and students who are randomly selected and considered representative to get responses related to the learning activity process using the conventional learning or lectures that have been used so far. Data collection was carried out by three observers consisting of the researcher himself and two other observers, namely Mrs. Masrianto Hasibuan and Mrs. Asmayani who were deliberately asked by the researcher to assist in the data collection process. In the process of collecting data, each observer has the responsibility to observe the learning motivation of the students starting from the beginning to the end of the learning activity. After the data collection process in the pre-cycle stage is completed, the data obtained is

then immediately analyzed to obtain the results which will later be used as a guideline for researchers to determine the activities to be carried out in the next cycle.

After the implementation of actions and observations, including the data collection process, has been completed, then data that must be processed immediately can be decided so that what action will be taken next. If the results of data processing have met the target in cycle 1, namely the average motivation of students has reached 50.00 and for the learning outcomes have reached an average of 70.00, then cycle I can be stopped and continued with the next cycle, but if the target has not been reached, then the action continued in the next cycle is used for improvement.

After Cycle I is carried out and the results of the reflection are obtained, the results of the reflection are used as a determinant in carrying out activities in cycle II. After getting the main problems in the first cycle, the planning stage begins, namely planning what activities will be carried out to improve the learning problems. The main thing done in this planning stage is to equalize the perception between researchers, observers and teachers of the subject concerned first, so that later at the time of implementation, researchers and subject teachers have the same understanding in the application of the problem-based learning model.

The implementation and observation stage is the core activity of classroom action research, because the process in it includes all activities related to the application of the problem based learning (PBL) learning model that has been prepared to increase the motivation and learning outcomes of grade IV students of SD Negeri 0405 Hutaraja Lamo on the material of the story of the migration of the Prophet Muhammad PBUH to Medina. During the learning process, observers consisting of researchers and two other members who had been deliberately asked for help in the data collection process in this study, made observations on the students who had become their respective responsibilities.

In this study, data was obtained from direct observation of learning activities, interviews with students on the story of the Prophet Muhammad's migration to Medina which was randomly selected, student response questionnaires that will be given to all students in grade IV of SD Negeri 0405 Hutaraja Lamo and documentation. The data collection technique in this study can also be called the triangulation technique, which is the combination of several research instruments. Observation is a good step to obtain data about the personality and behavior of each individual student. The observation method in this study was used to obtain data on students' learning motivation towards the material taught by the teacher. The observation sheet is used based on an assessment scale, whose assessment is not made in the form of a range of grades but only describes it as it is. The observation sheet will be filled by the observer by marking the checklist, on the right choice according to his observation. There are two alternative answers for each item, namely "Yes" and "No". The data analysis in this study was carried out before entering the field, during the field, and after finishing from the field. Before entering the field, an analysis is carried out on the data from the preliminary study results that will be used to determine the focus of the research. Data from the results of the research while in the field were processed and analyzed in a qualitative descriptive manner. The qualitative analysis technique used in this study refers to the Miles and Huberman (1984) analysis model in his book Sugiyono (2009:246) which is carried out in three components, namely data reduction, data presentation and conclusion drawn.

Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and can make it easier to collect data later. The presentation of data is carried out in order to organize data which is a systematic preparation of information from the results of data reduction starting from planning, implementation, observation and reflection in each cycle. It can be presented in the form of brief descriptions, charts, flowcharts and the like, but what is often used is to present data in the form of narrative text. Drawing conclusions is an effort to find the meaning of data, record

the regularity and classification of data. The collected data is presented systematically and needs to be given meaning so that it can be understood by the reader.

Nana Sudjana (2009:62) stated that one of the successes of the teaching and learning process is seen from the results achieved by students, namely the number of students who can achieve instructional goals of at least 70 of the number of instructional that must be achieved. Thus, it can be interpreted that learning is said to be successful and quality if all or at least most of the students (70.00%) are actively involved, both physically, mentally and socially in the learning process in addition to showing high enthusiasm for learning, great enthusiasm for learning and self-confidence.

RESULTS

The research was carried out at SD Negeri 0405 Hutaraja Lamo on grade IV students of SD Negeri 0405 Hutaraja Lamo which amounted to 20 students. The initial research activity was carried out on Tuesday, December 3, 2024, by observing the learning motivation of students in the classroom during learning activities and interviews with students were randomly selected and considered representative to find out the initial condition of grade IV of SD Negeri 0405 Hutaraja Lamo related to learning the material of the story of the migration of the Prophet Muhammad SAW to Medina.

Based on the results of interviews with Islamic religious education teachers of Control System Engineering, namely Mrs. Masrianto and Mrs. Asmayani. on December 3, 2024 that the learning motivation of grade IV students of SD Negeri 0405 Hutaraja Lamo is still lacking, enthusiasm in learning is good but still needs to be improved. This is known because during learning, for example during practice, when the teacher explains about the material that will be or is being practiced, there are still many students who have not paid attention and carried out the instructions given. Mrs. Masrianto added, using other learning methods besides lectures and ordinary practices, namely the question and answer method, but the results were not optimal.

In accordance with the observation data obtained in this pre-cycle stage, during learning activities students tend to be passive, teachers use a less varied learning method, namely by giving lectures in front of the class. During the lesson, most of the students sat and listened to explanations from the teacher, students chatted a lot with other friends, did not take note of the material delivered by the teacher, and did not want to ask the teacher if there was unclear material. Most students do not bring notebooks. The efforts of students in doing the assignments given by the teacher are still low, not on time in collecting assignments and there are also those who do not do the assignments that have been given.

After getting the main problem in the pre-cycle stage, namely that students tend to be passive, teachers use less varied learning methods, namely by giving lectures in front of the class, then the planning stage begins, namely planning what activities will be carried out to improve the learning problems. The main thing done in this planning stage is to equalize the perception between researchers, observers and teachers of the subject concerned first, so that later at the time of implementation, researchers and subject teachers have the same understanding in the application of the problem-based learning model.

Observation was carried out through observation of students' motivation to learn Control System Engineering in the classroom during learning activities using the problem based learning (PBL) learning model and carried out at each meeting, namely at meeting 1 and meeting 2, and free or unstructured interviews with other PAI subject teachers and several grade IV students of SD Hutaraja Lamo who were randomly selected and considered representative to find out Students' responses to the application of the Problem Based Learning (PBL) learning model, interviews are carried out at the end of the first cycle, namely after the learning activities in meeting 2 have ended. Based on the observations made, the following results were obtained: 1) The results of the observation

of the students' learning motivation material on the story of the migration of the Prophet Muhammad PBUH to Medina are in accordance with the observation data obtained in the first stage of the Cycle. During learning activities, students have begun to show their motivation to learn with learning motivation. During the learning activities, although there were still some students who were still chatting with their friends when the teacher explained, many students also listened and paid attention to the teacher's explanation. Based on the results of these observations, it can be interpreted that the motivation of PAI learning for grade IV students of SD Negeri 0405 Hutaraja Lamo has begun to increase compared to before using the problem-based learning model.

Based on calculations, the learning motivation of students in cycle I has qualified to dismiss cycle I and continue with the next cycle. As for the baseline of 78%, the average percentage of problem worksheets in the first cycle is 80%, the learning assessment worksheets are 73% while the average of the first cycle is 77%. With the evidence of the percentage of achievements, it can be interpreted that the learning motivation of students in the subject matter of the story of the migration of the Prophet Muhammad PBUH to Medina through the application of the problem based learning (pbl) learning model in cycle I has reached the target of cycle I and continued with Cycle II with the addition of a variety of problems to increase student motivation so that the baseline of student motivation in cycle II is achieved. Based on the calculation of learning outcome scores, the scores of the Problem Worksheet and the Learning Outcome Assessment Sheet of students have qualified to continue in the next cycle, as for the baseline of 78%, the average score of the problem worksheet is 80%, the learning assessment worksheet is 73% while the average of cycle I is 77%. So that the target of the success of learning outcomes in the first cycle is achieved and can be continued in the next cycle to get student learning outcomes that exceed the Minimum Graduation Criteria (KKM) of 70.0.

Based on the results of interviews with PAI partner teachers, namely Mrs. Masrianto and Mrs. Asmayani. on January 10, 2025, that the application of the Problem Based Learning (PBL) learning model as a whole is good and the motivation of students in learning Control System Engineering, especially in discussions and presentations, has been seen. Students who were initially reluctant to ask finally asked questions, dared to express their opinions and tried to answer when the teacher asked them questions. Based on observations in the first cycle, several things that need to be improved are found, including: 1) There are still some students who are confused when participating in learning with the problem based learning (PBL) learning model, because they are used to learning only by listening; 2) Lack of cooperation between students between group members when solving problems on the worksheet given by the teacher, because there are still some students who are busy on their own; 3) When the teacher or other group friends ask about the things explained, there are still many students who are immediately confused in responding to the answers, afraid of not being able to answer and embarrassed to answer.

Based on calculations, the learning motivation of students in cycle II has qualified to stop cycle II as well as stop the research cycle and continue with research data analysis. The problem worksheet is 87%, the learning assessment worksheet is 84%, the average of cycle II is 86%, while the baseline for the achievement of cycle II is 92%. There was an increase of 9% compared to the average motivation of students in cycle I. With the evidence of the percentage of achievement results, it can be interpreted that the learning motivation of students in the subject of Control System Engineering through the application of the problem based learning (pbl) learning model in cycle II has reached the baseline of cycle II and can stop the research. Based on the calculation of learning outcome scores, the scores of the Problem Worksheet and the Learning Outcome Assessment Sheet of students have been eligible to continue in the next cycle. The average score of the problem worksheet was 87%, the baseline success of cycle II was 84% while the baseline of cycle I was 73% and the average of the Students' Learning Outcome Observation Sheet was 86%. So that the target of the success of learning outcomes in cycle II was achieved

and the average learning outcome of students had exceeded the Minimum Graduation Criteria (KKM) of 70.0 so that the research could be stopped and continued with data analysis.

Based on the results of an interview with the teacher of the Control System Engineering subject, Mrs. Masrianto, on January 9, 2025, the application of the problem based learning (PBL) learning model as a whole is better and can increase students' motivation in learning the story of the migration of the Prophet Muhammad PBUH to Medina, especially in problem making. Students who were initially reluctant to be active in learning gradually began to want to start making problems, dare to express opinions and solve problems according to the agreed time.

The learning motivation of students at the pre-cycle period, according to observation data that in learning the motivation of students in learning is still very lacking, especially the interaction between (discussion) students in the learning process, while in the first cycle the problem based learning (pbl) learning model has been applied, the average obtained reached 77% and at the end of the second cycle the average learning motivation of students in Control System Engineering increased to 86%. So that the first hypothesis can be proven, namely by applying the problem based learning (pbl) learning model, it can increase the motivation of grade IV students of SD Negeri 0405 Hutaraja Lamo in learning the story of the migration of the Prophet Muhammad PBUH to Medina.

In cycle I, the baseline of learning success has been achieved for each indicator, the average motivation to learn the story of the Prophet Muhammad PBUH to Medina is 77% while the average baseline motivation for cycle 1 is 78%. In cycle II, the baseline of learning success has been achieved for each indicator, the average motivation to learn the story of the Prophet Muhammad PBUH to Medina is 86% while the average baseline of motivation for cycle II is 92%. In cycle II with the application of the problem based learning (PBL) learning model in learning, there was an increase in the average motivation of students to learn Control System Engineering by 85%, while the average baseline between cycles was 67%. In Cycle I, the average learning outcome of the Control System Engineering of students in the first cycle after applying the problem based learning (PBL) learning model, the average learning outcome obtained reached 77 and at the end of the second cycle, the average learning outcome of Hajj the story of the migration of the Prophet Muhammad PBUH to Medina increased to 86. So that the second hypothesis can be proven, namely by applying the problem based learning (PBL) learning model, it can improve the learning outcomes of grade IV students of SD Negeri 0405 Hutaraja Lamo in learning the story of the migration of the Prophet Muhammad SAW to Madina.

DISCUSSION

The Classroom Action Research in grade IV of SD Negeri 0405 Hutaraja Lamo was carried out based on the results of observations that the learning motivation of grade IV students in the story of the migration of the Prophet Muhammad PBUH to Medina was still low. Based on observations during learning activities and the results of interviews with several students, the problem arises because teachers use less varied methods, namely only by giving lectures and students are less actively involved in learning activities. The learning process causes a lack of motivation for students to learn the story of the Prophet Muhammad PBUH's migration to Medina, resulting in students tending to become passive in learning, less respect for teachers and friends, and less understanding of the material presented.

One of the efforts to increase the learning motivation of students in grade IV of SD Negeri 0405 hutaraja Lamo is to make improvements in the learning process. Teachers as educators are required to develop their potential, one of which is by applying innovative and creative learning methods so that students' motivation to learn can increase. The problem based learning (PBL) learning model is one of the learning models that requires students to be active and help each other in making the problems being discussed, namely

by discussing and working together. From the results of the observation of learning motivation, all aspects or indicators of students' learning motivation have reached the baseline of learning success in each cycle. Analysis of the increase in the percentage of achievement of each motivation indicator for learning the story of the Prophet Muhammad PBUH's migration to Medina for students.

The behavior observed in the visual activity indicator is to pay attention to the explanations of teachers and friends when explaining the material/presentation. The results of observation in Cycle I show that 80% of students have carried out visual activities and have passed the baseline of cycle I for visual activity indicators, which is 70.0%. The results of observation in cycle II showed that 93% of students had carried out visual activities and passed the baseline of cycle II for visual activity indicators, which was 70.0%.

Based on the results of the observation of cycle I and cycle II, there was an increase in students' motivation in visual activities by 13% by applying the problem based learning (PBL) learning model in learning the story of the migration of the Prophet Muhammad PBUH to Medina for students. The behaviors observed in the indicators of oral activities were 1) asking questions when the material provided was not clear. 2) discuss and convey the initial design that has been discussed with the group about the question at the beginning of the problem. 3) re-convey the design that has been submitted to improve by group discussion. The results of observation in Cycle I show that 75% of students have carried out visual activities and have passed the baseline of cycle I for oral activities, which is 70%. The results of observation in cycle II showed that 93% of students had carried out oral activities and passed the baseline of cycle II for the indicator of oral activities, which was 70.0%.

Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in visual activities by 18% by applying the problem based learning (PBL) learning model in the material of the story of the migration of the Prophet Muhammad PBUH to Medina. The behaviors observed in the indicators of listening activities are: 1) listening and paying attention to explanations from teachers or friends who are expressing opinions; 2) listen to instructions or orders given by the teacher and carry them out in accordance with the orders given. The results of observation in Cycle I showed that 82% of students had carried out visual activities and had passed the baseline of cycle I for listening activities, which was 70.0%. The results of observation in the second cycle showed that 93% of students had carried out oral activities and passed the baseline of the second cycle for the indicator of listening activities, which was 70.0%. Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in visual activities by 11% by applying the problem based learning (PBL) learning model in learning the story of the Prophet Muhammad PBUH's migration to Medina for students.

The behaviors observed in the indicators of writing activities are: 1) Making notes about the material or problem given; 2) Fill in the problem worksheet that has been given. The results of observation in Cycle I showed that 70% of students had carried out visual activities and the baseline for the first cycle for writing activities was 70.0%. The results of observation in the second cycle showed that 90% of students had carried out oral activities and passed the baseline of the second cycle for the writing activity indicator, which was 70.0%. Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in writing activities by 20% by applying the problem based learning (PBL) learning model in the story of the migration of the Prophet Muhammad PBUH to Medina. The behaviors observed in the motor activity indicators are 1) practicing and assembling a series scheme on the experiment board/simulation application. 2) conducting experiments and developing initial schemes or designs to have other functions and make them into group work. The results of observation in Cycle I showed that 80% of students had carried out motor activities and had passed the baseline of cycle I for motor activities, which was 70.0%. The results of observation in cycle II showed that 93% of students had carried out oral activities and passed the baseline of

cycle II for motor activity indicators, which was 70.0%. Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in visual activities by 13% by applying the problem based learning (PBL) learning model in Control System Engineering learning. The behaviors observed in the mental activity indicators were 1) responding to the initial questions given at the beginning of learning and discussing with the group. 2) make decisions to determine the problems to be created and make a schedule for making problems. The results of observation in the first cycle showed that 80% of students had carried out motor activities and had passed the baseline of the first cycle for mental activities, which was 70%. The results of observation in the second cycle showed that 88% of students had carried out mental activities and passed the baseline of the second cycle for mental activity indicators, which was 70.0%.

Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in visual activities by 8% by applying the problem based learning (PBL) learning model in the material of the story of the migration of the Prophet Muhammad PBUH to Medina. The behaviors observed on the indicators of emotional activity were 1) courage and calm in responding to questions posed by teachers or friends. 2) Actively involved in problem making from the beginning of planning to problem evaluation. The results of observation in Cycle I showed that 80% of students had carried out emotional activities and had passed the baseline of cycle I for emotional activities, which was 70.0%. The results of observation in the second cycle showed that 95% of students had carried out emotional activities and passed the baseline of the second cycle for the indicator of emotional activity, which was 70.0%. Based on the results of observations in cycle I and cycle II, there was an increase in students' motivation in visual activities by 15% by applying the problem based learning (PBL) learning model in the learning of Control System Engineering.

Based on the discussion of the results of the observation of students' learning motivation in the learning of Control System Engineering by applying the learning model of the problem based learning (PBL) learning model, each motivation indicator experienced an increase in motivation so as to answer the formulation of the research problem, namely by applying the learning model, the problem based learning (pbl) learning model can increase the motivation of students in grade IV of SD Negeri 0405 Hutaraja Lamo in learning the engineering of the story of the Prophet Muhammad PBUH's migration to Medina as well as answering the research objectives, namely there was an increase in the motivation of the Prophet Muhammad PBUH's migration to Medina material for grade IV students of SD Negeri 0405 Hutaraja Lamo.

In cycle I, the problem worksheets given have an impact on the learning of students who are initially less active in taking notes, in the end students are required to fill out problem worksheets. In cycle 1, the problem given is the causes and make a resume based on the picture of the story of the migration of the Prophet Muhammad PBUH to Medina. The results of the correction of the Problem Worksheet in the first cycle have reached the baseline for the value of the problem worksheet, which is 70, because the average value of the Problem Worksheet in the first cycle is 80 and the correction result of the Workbook of the second cycle has met the baseline for the value of the problem worksheet, which is 70, because the average value of the Problem Worksheet in the second cycle is 87 In the second cycle the correction of the Problem Worksheet has increased from the first cycle which was initially This is 80 increased to 87 because in cycle 2 students were given the option to choose a problem from several problems provided, so that students knew better which problem they were better at and they developed.

In the first cycle, the results of the Student Practicum Learning Outcome Assessment Sheet filled out by the teacher were still very low, this was because in the first cycle not all students in the group were able to work actively in making problems. The average student practicum learning outcome assessment sheet is 73, but it has met the baseline of the student practicum learning outcome assessment in the first cycle, which is

70.0. In the second cycle, the results of the assessment sheet of the students' practicum results filled out by the teacher have increased, this is because in the second cycle most of the students in the group have been able to work actively in making problems. So that it is in accordance with the problem assessment criteria that require students to actively cooperate in making problems. The average assessment sheet of students' practicum learning outcomes in cycle II was 84 and had met the baseline in cycle II, which was 70.0.

Based on the discussion of students' learning outcomes in the learning of Control System Engineering by applying the problem based learning (PBL) learning model, the learning outcomes of students have increased so that it answers the second research problem formulation, namely by applying the problem based learning (PBL) learning model can increase the learning motivation of students in grade IV of SD Negeri 0405 Hutaraja Lamo in learning Control System Engineering. At the same time, it answers the second research objective, which is to improve the learning outcomes of Control System Engineering for students of SD Negeri 0405 Hutaraja Lamo using the problem based learning (PBL) learning model.

Based on the discussion of the results of the study, it is known that learning motivation consisting of 7 motivational indicators and learning outcomes of students in learning Control System Engineering in learning activities has met the baseline for each cycle in learning. This shows that there has been an improvement in the quality of the learning activity process in the classroom. Nana Sudjana (2009:62) said that one of the successes of the teaching and learning process is seen from the results achieved by students, namely the number of students who can achieve instructional goals of at least 65% of the number of instructional that must be achieved. Therefore, it can be interpreted that learning is said to be successful and quality if all or at least most (65%) of students are actively involved, both physically, mentally and socially in the learning process in addition to showing high enthusiasm for learning, great enthusiasm for learning and self-confidence.

The research conducted at SD Negeri 0405 Hutaraja Lamo succeeded in implementing the problem based learning (pbl) learning model to increase learning motivation and learning outcomes of students in the learning activities of Control System Engineering in grade IV of SD Negeri 0405 Hutaraja Lamo. The problem based learning (PBL) learning model is more effective than the conventional learning model to train students to cooperate better with friends and teachers, train students to actively discuss, train students to dare to express their opinions or knowledge in front of the class, and train students to learn to respect others who are expressing their opinions.

CONCLUSION

Based on the results of the classroom action research that has been carried out in 2 (two) cycles in this study, it can be concluded that the application of the problem based learning (PBL) learning model can increase the learning motivation of grade IV students of SD Negeri 0405 Hutaraja Lamo. The application of the problem based learning (pbl) learning model can improve the learning outcomes of the story of the migration of the Prophet Muhammad PBUH to Medina in grade IV of SD Negeri 0405 Hutaraja Lamo. Based on the worksheet, the problem of the first cycle was 80 and in the second cycle it increased to 87 and the assessment sheet of learning outcomes in the first cycle was 73 and in the second cycle it increased to 84.

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