



Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 1401 Harang Julu

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by 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 40.19% in the pre-cycle, 65.37% in the first cycle and 89.72% in the second cycle. 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

Religious education is an important part of the elementary school curriculum and plays a role in the development of students' character and religious values. According to Alfian (2019), education is the most important thing in human life, meaning that every Indonesian has the right to education and is expected to continue to develop in the field of education. Islamic Religious Education is an education based on basic subjects and studies, which include verses of the Qur'an, hadith, and the rules of divinity, muamalat, human personal affairs, immorality and moral teachings. Islamic education is physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic measures. One of the materials taught in Islamic religious subjects at SD Negeri 1401 Harang Julu is Q.S. Ar- Rum verse 22. This material contains

social and ethical values that are important to apply in daily life, such as the ethics of communication, respecting others, and maintaining unity.

In the teaching and learning process, teachers have a very important role, therefore a teacher must use various learning models so that students can easily understand the material. The use of models in learning is one of the most important elements in determining whether the learning process is successful or not, therefore a teacher must be able to choose the right model in the learning process so that the learning goals are achieved.

According to the results of observations made by the researcher, in the implementation of PAI learning in grade 5 SDN 1401 Harang Julu, Padang Lawas Regency in the discussion of Q.S Ar Rum verse 22 is still not optimal, because teachers have not used the right method in learning, only relying on the lecture method and demonstrating a little in front of the class which tends to make students bored. Meanwhile, from the students themselves, the low interest and motivation to learn in PAI subjects also affects their learning outcomes. Students are less enthusiastic in participating in the learning process, making students' ability to absorb the subject matter taught very low. In addition, teachers do not use media properly when carrying out the learning process. This makes students not interested in the material being taught and tends to get bored and bored quickly.

It is important to note that further efforts are needed to help students' understanding of Q.S. Ar Rum verse 22 learning, because if this is not pursued in the future, then students' learning outcomes will be bad or not as expected. Therefore, an alternative learning model that is more interactive and actively involves students is needed to overcome these problems. One of the models that can be used is Problem Based Learning. Therefore, an alternative learning model that is more interactive and allows students to actively participate in overcoming these problems is needed. The use of the Problem Based Learning Model in the learning process of Q.S. Ar Rum verse 22 is expected to improve student learning outcomes to be better as expected

METHODS

This research uses a type of Classroom Action Research (PTK) that is focused on one class, namely grade 5, in the learning process of Islamic Religious Education with the material Q.S. Ar Rum verse 22 at SDN 1401 Harang Julu. This research aims to improve student learning outcomes through efforts made by teachers in the learning process (Suharsimi, 2008). The type of PTK used in this study is the Kurt Lewin type, which consists of four stages in one cycle, namely planning, action or action, observation, and reflection (Fitrianti, 2016). The planning stage is the process of determining improvement programs based on the researcher's ideas and ideas. Actions or actions (implementation) are carried out by carrying out treatment in accordance with the plan that has been prepared. Observation is carried out to determine the effectiveness of the actions that have been taken, while reflecting is the activity of analyzing the results of observations to plan improvements or new programs. This research was carried out at SDN 1401 Harang Julu in semester 1 of the 2024/2025 school year, with the research subject of 5th grade students studying Islamic Religious Education and Ethics. The material taught was to study Q.S. Ar Rum verse 22.

The learning model used in this study is the Problem Based Learning Model dan Cooperative Learning. Model Problem Based Learning prioritizes learning in small groups that collaborate, interact, and share ideas to solve problems, while the Cooperative Learning model focuses on cooperation between students in groups. The population of this study is all 5th grade students totaling 12 people, and the sample is 6 students who are randomly selected. The data collection technique consists of observation to obtain qualitative data, as well as formative and summative tests to obtain quantitative data related to student learning outcomes. The data obtained was analyzed using qualitative descriptive analysis techniques to describe the reality that occurred and to know the

learning outcomes of students and their responses to the learning activities carried out. This study aims to determine the effect of the application of Problem Based Learning (PBL) and Cooperative Learning learning models on student learning outcomes in Q.S. Ar Rum verse 22. These two learning models were chosen because they are able to encourage students to actively think critically and work together in groups, which is expected to improve their understanding of the material being taught. In the PBL model, students are faced with problems that are relevant to daily life and are asked to work together in finding solutions. Meanwhile, in the Cooperative Learning model, students work in groups to complete assigned tasks, so that they can help each other and improve their social skills. In the planning stage, teachers design learning strategies that will be applied in the classroom, including determining materials, methods, learning media, and appropriate classroom management. In this case, the teacher prepares the Q.S. Ar Rum verse 22 material and chooses the appropriate learning model, namely PBL and Cooperative Learning. In addition, teachers also prepare assessment tools that will be used to measure student learning outcomes, such as formative and summative tests that focus on the ability to read and write Qur'an verses.

At the action stage, teachers implement the plan that has been prepared by applying the PBL and Cooperative Learning models. Students are divided into small groups and given the task of studying Q.S. Ar Rum verse 22. In each group, students are expected to collaborate, share information, and discuss to complete the assigned tasks. During the learning process, teachers monitor and provide guidance so that each group can achieve learning goals well. The assessment is carried out formatively, through observation of student performance in groups and written tests regarding the material that has been studied. In the observation stage, the researcher observed the learning process that took place, focusing on the interaction between students in the group, as well as the effectiveness of the learning model applied. Observation is carried out with the aim of finding out the extent to which students can follow the learning well, as well as identifying shortcomings or problems that arise during the learning process. The results of these observations are the basis for making improvements in the next cycle, if necessary. Reflection is carried out after the observation stage, by analyzing the results obtained from observations and assessments carried out during the learning process.

At this stage, teachers and researchers evaluate the entire learning process that has been implemented, and determine the improvement steps that need to be taken. For example, if it is found that there are students who still have difficulty understanding the material, then the learning strategies used will be adjusted to be more effective. This reflection also includes thinking about improving interaction in groups, as well as improving teaching techniques used by teachers. In the final stage, the data that has been collected through observation and tests are analyzed in a qualitative descriptive manner. This analysis aims to describe the learning outcomes of students as a whole, including the influence of the learning model on their understanding of Q.S. Ar Rum verse 22. The results of this analysis are used to provide recommendations and inputs for the development of future learning methods. With continuous reflection and evaluation, it is hoped that the quality of learning can improve, so that students can achieve optimal learning outcomes.

RESULTS

In implementing learning improvements to improve learning of surah Ar Rum verse 22, the researcher developed a class action research plan. This study consists of 2 cycles each consisting of planning, implementation, observation and reflection. Before carrying out the action, the researcher first prepares the Teaching Module (MA) using the Problem Based Learning learning model approach. The material used in cycle I is Surah Ar Rum verse 22 sub-theme reading Surah Ar Rum verse 22 and Explaining the main message of Q.S Ar Rum verse 22. In the learning activity, a slide of Surah Ar Rum verse 22 was shown

as a problem orientation, preparing a worksheet for students on problem formulation. The knowledge assessment technique uses a written test, while the skill assessment with performance with assessment uses rubrics. The success at this stage teachers have made careful preparations to support the success of learning improvement, including: 1) Preparation of learning programs, using the Problem Based Learning learning model approach; 2) Formulating problems; 3) Formulate the purpose of learning; 4) facilities and infrastructure that support the success of learning Islamic Religious Education and Ethics. The shortcoming at the planning stage is that teachers have not been optimal in implementing the new learning model.

Students actively respond to questions or instructions given by the teacher; 3) Students pay close attention to the material delivered by the teacher; 4) Students pay attention to problem orientation; 5) Students can interact actively during learning; 6) Students are able to make conclusions according to the material; 7) Students are able to do the questions given by the teacher. In the observation indicator, in the implementation of cycle 1 students can be categorized as good if students are ready to take part in lessons, students pay close attention to the material delivered by the teacher, and students pay attention, students can interact actively during learning, and students are able to do the tasks given by the teacher. Planning the learning to be carried out, preparing a learning plan in the form of a Teaching Module (MA), making research instruments, making student worksheets or test questions for the end of this second cycle.

Teaching modules are arranged in accordance with the applicable curriculum in schools. The material used in cycle II is Surah Ar Rum verse 22 sub-theme Reading Q.S Ar Rum verse 22 and Explaining the main message of Surah Ar rum verse 22. In the learning activity, Surah Ar rum verse 22 slides are shown as problem orientation, preparing student worksheets on problem formulation. The knowledge assessment technique uses a written test, while the skill assessment with performance with assessment uses rubrics. The success at this stage teachers have made preparations to support the success of learning improvement.

Observation or observation is an observation activity on the behavior and all activities of students during learning activities. The observed target is the activity of students in participating in learning activities, namely by observing from the beginning to the end of the learning activity. The activities include: 1) Students are ready to take part in lessons; 2) Students actively respond to questions or instructions given by the teacher; 3) Students pay close attention to the material delivered by the teacher; 4) Students pay attention to problem orientation; 5) Students can interact actively during learning; Students are able to make conclusions according to the material; 7) Students are able to do the questions given by the teacher. In the implementation of cycle II, reading and understanding the main message of surah Ar Rum verse 22 The problem discussed is why humans are created in a variety of ways.

The learning outcomes of students obtained on average in the second cycle reached 80 with the lowest score of 65, have increased and have achieved success indicators in this study. This also shows that the student learning outcome test in cycle II has reached the indicator. The success of this study, namely the average student learning outcome test reached the Criteria for the Completeness of Learning Objectives (KKTP) in question. Note for one child who has not completed or has not reached the Learning Objectives Completeness Criteria (KKTP) because the factor from the previous class is to include children who are slow in learning. Based on the results of the reflection of cycle II, namely that the success indicators have been achieved, this class action research is stopped until cycle II.

DISCUSSION

The application of the Problem Based Learning (PBL) model at SD Negeri 1401 Harang Julu aims to improve student learning outcomes in the Q.S. Ar Rum verse 22 material. PBL

is a learning model that focuses on developing critical thinking and problem-solving skills through real experiences. With this approach, students not only receive information passively, but also actively participate in the learning process. PBL challenges students to find solutions to given problems by collaborating in groups, which is expected to improve their understanding of the material being taught. At the beginning of the implementation of PBL, students were divided into small groups where each was given a problem or topic related to the material Q.S. Ar Rum verse 22. Each group was given the opportunity to discuss the topic and find solutions together. In this case, students are expected not only to study the text of Qur'anic verses directly, but also to be able to explore their meaning, interpretation, and relevance in daily life. Learning in this way stimulates students' critical thinking skills because they are asked to analyze, interpret, and convey the results of their discussions to other groups.

One of the advantages of the PBL model is that it is more contextual learning, where students can relate the material they learn to the experiences or phenomena that surround them. In learning Q.S. Ar Rum verse 22, for example, students are invited to understand the meaning of the verse in the context of daily life, such as the relationship between human beings, cultural diversity, and the universe. This makes the material more meaningful and easy for students to understand, because they can relate the material to real experiences. In addition, PBL also develops students' social skills, such as cooperation, communication, and the ability to work in groups. During the learning process, students work together in small groups to solve a given problem. They must share ideas, listen to the opinions of friends, and find solutions that are agreed upon by all members of the group. This process not only improves material comprehension, but also forms a positive attitude towards teamwork and the development of interpersonal skills. Through the application of PBL, students are expected to gain a deeper understanding of the material Q.S. Ar Rum verse 22. PBL provides an opportunity for students to explore the material more thoroughly through discussion and research, which ultimately improves the quality of their learning outcomes. In this process, the teacher acts as a facilitator who helps students in the learning process, provides guidance and direction, and ensures that each group can work well. Thus, students not only learn about the content of the verse, but also acquire critical thinking skills and problem-solving skills.

During the implementation of PBL, the observation results showed that students were more active in participating in group discussions. They seem more interested and motivated in solving a given problem, because they feel they have an important role in learning. This is different from conventional learning which is more passive, where students only receive information from the teacher without the opportunity to interact and contribute. PBL provides space for students to learn independently and develop a sense of responsibility for their learning. The application of the PBL model also has a positive impact on students' cognitive learning outcomes. The formative tests given during learning showed a significant increase in students' understanding of the material Q.S. Ar Rum verse 22. Students can explain the meaning of the verse more clearly, as well as relate it to relevant life values. The summative test given at the end of the learning also showed that most students achieved satisfactory results, which showed that the PBL model was effective in improving the comprehension of the material by the students. However, although the implementation of PBL provides many benefits, there are several challenges faced during its implementation. One of them is the time needed to complete each learning cycle. The process of discussion and problem-solving in groups takes longer compared to traditional learning methods. Therefore, efficient time management is needed so that learning continues as planned and students can achieve the expected learning goals.

In addition, the success of PBL implementation is highly dependent on the teacher's ability to facilitate discussions and interactions between students. Teachers must be able to create an atmosphere that supports cooperation and effective communication among students. Teachers must also be able to provide clear direction and assist students in overcoming difficulties they face during the learning process. Therefore, training for

teachers in implementing the PBL model is very important to ensure that learning runs well. Overall, the application of the Problem Based Learning model at SD Negeri 1401 Harang Julu shows positive results in improving student learning outcomes, both in terms of material understanding and social skills acquired. By actively involving students in the learning process and providing them with opportunities to think critically and work together in groups, the PBL model can be an effective alternative in improving the quality of education. It is hoped that this learning model can be applied more widely in other schools to advance education in Indonesia.

CONCLUSION

Based on the results of data analysis and discussion as described above, it can be concluded that the use of the Problem Based Learning model in Q.S Ar Rum verse 22 material can improve student learning outcomes. They are active in interpreting the material of Q.S Ar Rum verse 22 by relating it to constitutional issues. Thus, students not only understand the concept but also try to solve and overcome contextual problems that occur in groups. The above conclusions are supported by the following quantitative data: 1) The application of the Problem Based Learning learning model can improve student learning outcomes. This can be seen from the increasing learning activities of Islamic Religious Education and Ethics; 2) The Problem Based Learning Learning Model can improve student learning outcomes. This can be seen from the average final test score of cycle I of 62 and the average final test score of cycle II of 80. So the learning outcomes of students in Q.S Ar Rum verse 22 material have increased. Thus, the application of the Problem Based Learning model is considered successful in improving student learning outcomes because it has achieved the success indicators that have been set so that this research does not need to be continued in the next cycle.

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