



Efforts to Improve Learning Outcomes Using the Problem Based Learning Model in Islamic Religious Education Learning at SD Negeri 104260 Melati

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Problem based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using 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 the Problem based learning model 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the Problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Education is one of the important factors and has a great contribution to the progress of the nation. This is in accordance with Law No. 20 of 2003 article 1 concerning the national education system, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Anonymous, 2014 : 3). In the process of implementing education in schools, teachers play an important role in determining the development of children's potential, so in the end it depends on teachers in utilizing their existing abilities.

In this case, teachers have a role as facilitators, motivators, drivers and inspirations for students to achieve the expected goals (Mulyasa, 2007: 53). Teachers are the only learning resource for students, therefore many other learning resources are not used optimally. So that students are less actively involved in the learning process. As a result, the level of students' understanding of the subject matter is low. In addition, media and variations of learning methods are rarely used by teachers so that the lessons become dry and meaningless.

Based on observations at SDN 104260 Melati in the PAI learning process about Surah al-maun material, information was obtained that the level of material mastery of grade 5 phase C students is still low. The cause of the low learning outcomes is due to the lack of attention of students to learning, the low level of mastery of students over the concepts of the learning materials presented, the lack of motivation for students to learn, and the lack of variety of learning methods and techniques that make students feel bored. There are often problems with students, when in the learning process students who are passive just swallow the things conveyed by the teacher.

The activity of the pouring system can cause dwarfing of children's potential, even though every child is born with extraordinary potential (Widowati, 2012: 9). There are problems that arise in the process of incarceration of learning in the classroom, namely the lack of attention of religious teachers to variations the use of learning methods in an effort to improve the quality and good learning outcomes. Likewise, the problems that occurred at SDN 104260 Melati, namely low learning outcomes and lack of motivation for students to learn in Islamic Religious Education and Ethics subjects, this happened because teachers still use classical learning models, such as lectures, teachers take notes on the board and students copy what is written or read by the teacher.

The use of inappropriate methods will make students reluctant to learn because they do not know the usefulness of the subject, and students feel bored which ultimately results in a decrease in student achievement and learning outcomes. The low learning outcomes achieved by students are not solely caused by the ability of students, but can also be caused by the lack of success of teachers in teaching. Because one of the duties of teachers is "as a teacher who emphasizes more on the task of planning and implementing teaching. In this case, teachers are required to have a set of knowledge Based on the experience conducted by researchers at SDN 104260 Melati, researchers still use a lot of lecture methods from the beginning to the end of learning, so that it has implications for the teacher-centered learning process.

The right learning method can affect student learning outcomes. The low scores obtained by students are due to the use of inappropriate and monotonous learning methods. The classical method used so far has led to the lack of achievement of the standard of scores obtained by students, namely the score range between 45 and 70 while the Learning Completeness Criteria (KKB) set at 65. For this reason, as a teacher, in addition to mastering the material, it is also expected to be able to determine and carry out the presentation of material according to the child's ability and readiness, so as to produce optimal mastery of the material for students. Seeing the above problems, researchers are encouraged to improve the learning process with learning methods that can make students more actively interact with friends in managing the information provided by the teacher and dare to express ideas in solving a problem to all students.

Therefore, the researcher conducted a study entitled "The Application of Problem Based Learning (PBL) in Improving the Learning Outcomes of Grade 5 Students in Learning Islamic Religious Education Surah Al-Maun Material at SDN 104260 Melati for the 2024/2025 Academic Year".

METHODS

Classroom action research or PTK (Classroom Action Research) has a very important and strategic role to improve the quality of learning if implemented properly and correctly.

Properly implemented, it means that the parties involved in PTK (educators) try to consciously develop the ability to detect and solve problems consisting of learning in the classroom through meaningful actions that are calculated to be able to solve problems or improve situations and then carefully observe its implementation and measure its success rate. Implemented correctly, it means that it is in accordance with the rules of PTK.

PTK's efforts are expected to create a learning culture among teachers. PTK offers opportunities as a performance development strategy because the abstract of this research places teachers as researchers.¹ The research design used by the author in this study is Classroom Action Research (PTK). If we are going to give an understanding of classroom action research (PTK) semantically, then we can describe it based on syllables. For this reason, we can see that classroom action research consists of 3 concepts, namely research, action, and class.

Where each of these concepts has the following meanings; 1) Research is a series of activities that are carried out using scientific methods ranging from searching for data or information to drawing conclusions on a problem. In research, problems become the center of study; 2) Action is an activity that is carried out to achieve a goal. The goal is to solve a problem in a practical way; 3) A class is a group of students who simultaneously carry out learning activities with the guidance of the same teacher. In this case, the classroom is not only limited to a room where the learning activity process takes place carried out by a group of students and teachers, but a vehicle for learning activities both in the classroom and outside the classroom.

The place of classroom action research that will be carried out by the researcher is SDN 104260 Melati for the 2024/2025 Academic Year, starting in December 2024 which is located at SDN 104260 Melati grade 5 phase C. The location of the research is based on several reasons, including that the researcher already knows the location of the research, the research location is not far from where the researcher lives, and the researcher is familiar with several informants so that it makes it easier to collect the necessary data. The subject of the class action research conducted by the researcher is a student of grade 5 phase C. The researcher chose this class to be used as a research subject because the average PAI score is still low compared to other classes.

So that later the class is expected to help the smooth process of data collection and research procedures. The data collection process is carried out by the researcher himself as an instrument, and is carried out in a natural setting using in-depth interview, observation and documentation approaches. This is as done by almost all qualitative research experts. In qualitative research, data is obtained in three ways, namely; 1) Interview; 2) Observation; 3) Documentation. The definition of research instruments is tools used to obtain or collect data. The method can be by using questionnaires, observation forms, other forms related to data recording, and others. As mentioned earlier, quantitative research instruments and qualitative research instruments are not the same. In qualitative research, the data collection instrument is the researcher himself. That is, researchers who observe, ask, hear, and take research data.

Researchers are required to obtain valid data. So that the data obtained is not arbitrary, aka can be held accountable. For this reason, the condition of information must be clear and in accordance with needs. This needs to be done so that the data collected can be recognized as true. To make it easier for researchers to obtain accurate data, in this Class Action Research, researchers use structured interview instruments and participant observation. According to Bogdan & Biklen in Moleong's book, qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, finding what is important and what is being learned and deciding what can be told to others" (Moleong, 2011:320).

Data analysis is the process of systematically searching for and compiling data that has been obtained from the results of interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, organizing them into patterns, choosing which ones are important and will be studied and making

conclusions so that they are easy to understand by yourself and others (Sugiyono, Bandung: Alfabeta, 2010). p. 243. Data analysis is carried out every time the action is given ends and after data collection. Based on the data from the observation sheet, as well as the results of the interview, then an analysis was 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

Pre-cycle is the initial stage before research actions begin in a Class Action Research (PTK). This stage is carried out to identify the initial condition of student learning outcomes and the factors that affect them. At this stage, the researcher collects preliminary data through observation, interviews, or preliminary tests. The data obtained was used to understand existing problems, such as students' level of understanding of the material, their activeness in learning, and how learning methods were applied by teachers. In the pre-cycle, the researcher observed that the learning of Islamic Religious Education (PAI) in Surah Al-Maun material at SDN 104260 Melati was less than optimal.

Students showed low learning outcomes with an average score below the Minimum Completeness Criteria (KKM). This is due to the use of monotonous lecture methods and lack of active student involvement. The result of the first cycle action is that students' interest in learning has increased, namely after the research in the first cycle of the first meeting, the learning outcomes of students by 51% increased in the first cycle of the second meeting to 61% and are classified in the medium category. These results show that there is an increase in students' interest in learning from before the implementation of learning with the Problem Based Learning (PBL) model to cycle I, the percentage of students' interest in learning is not optimal or has not reached the set success criteria, which is 80%.

The result of the second cycle action is learning with the PBL model in the active category. This is shown in students being more active in learning, the spirit of understanding Shiva towards lessons, they have discussions to answer questions well, students have the courage to express their opinions, and are able to do test questions with increased results. Teacher activities in cycle II also show that teachers are more active, able to motivate students and able to explain the material well and perform their main role, namely as facilitators and companions for students in conducting discussions to answer questions. Based on the results in cycle II, the actions in cycle II are stopped because the expected results are maximum and in accordance with success indicators.

DISCUSSION

The Problem-Based Learning (PBL) method has been widely recognized as an effective approach to improving student learning outcomes, including in Islamic Religious Education (IRE). At SD Negeri 104260 Melati, efforts to enhance student achievement through PBL have been implemented to encourage critical thinking, problem-solving skills, and active learning. This study examines the impact of PBL in IRE learning and how it influences student engagement, comprehension, and overall academic performance.

The findings suggest that PBL significantly improves student learning outcomes by fostering a more interactive and meaningful learning experience. One of the key advantages of PBL is that it shifts the focus from passive learning to active student participation. In Islamic Religious Education, students are often required to understand complex concepts related to faith, morality, and religious practices. Through PBL, students are presented with real-life problems that require them to analyze, discuss, and find

solutions based on Islamic teachings. This approach not only deepens their understanding of the subject matter but also enhances their ability to apply religious values in daily life.

Furthermore, the implementation of PBL encourages collaborative learning among students. By working in groups, students develop communication and teamwork skills while learning from each other's perspectives. At SD Negeri 104260 Melati, teachers observed that students who engaged in PBL activities were more enthusiastic and confident in expressing their thoughts. This collaborative learning environment helps students develop social skills, critical thinking, and a deeper appreciation of Islamic teachings, making the learning process more engaging and effective.

Another significant impact of PBL is its ability to enhance students' problem-solving abilities. In traditional teaching methods, students often memorize religious concepts without fully understanding their practical implications. However, PBL challenges students to think critically and apply Islamic principles to solve moral, ethical, and social issues. For example, discussions on honesty, responsibility, and kindness are framed within real-life scenarios, allowing students to connect religious values with their everyday experiences. Additionally, the use of PBL has been found to increase students' motivation and interest in learning Islamic Religious Education.

When students are actively involved in discovering solutions, they become more engaged in the learning process. Teachers at SD Negeri 104260 Melati reported that students showed greater enthusiasm in class, asked more questions, and demonstrated a higher level of curiosity about Islamic teachings. This heightened interest leads to better retention of knowledge and improved academic performance. Despite its benefits, the implementation of PBL also presents challenges.

Teachers need to invest time in designing meaningful problem-based activities and guiding students throughout the learning process. Additionally, students who are accustomed to traditional rote learning may initially struggle with the transition to a more student-centered approach. However, with proper training and gradual adaptation, both teachers and students can fully embrace the benefits of PBL in Islamic Religious Education. In conclusion, the findings of this study highlight the positive impact of Problem-Based Learning on student learning outcomes in Islamic Religious Education at SD Negeri 104260 Melati.

By promoting active participation, collaboration, problem-solving, and engagement, PBL provides a more effective and meaningful learning experience. Although challenges exist, with proper support and implementation strategies, PBL can serve as a powerful tool to enhance students' understanding and application of Islamic teachings in their lives. Future research can explore ways to further refine PBL strategies to optimize its effectiveness in different educational settings.

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn: The Problem Based Learning (PBL) model can improve the learning outcomes of students of PAI class V SDN 104260 Melati. This can be seen from the learning outcomes of students. The increase in learning outcomes can be concluded from the prasikilus of 39% while the increase in cycle I meeting I has reached 51% while in cycle I meeting II has reached 61%, and in cycle II meeting I has reached 75% while in cycle II meeting II has increased by 80%. From the second cycle, the completeness of student learning outcomes has been achieved. The implementation of the Problem-Based Learning (PBL) method in Islamic Religious Education at SD Negeri 104260 Melati has proven to be an effective strategy for improving student learning outcomes. This study found that PBL enhances student engagement, critical thinking, and problem-solving skills, leading to a deeper understanding of Islamic teachings. By presenting students with real-life problems that require analysis and discussion, PBL encourages active participation and meaningful learning experiences. This approach helps students not only grasp

religious concepts but also apply them in their daily lives. One of the significant benefits of PBL is its ability to foster collaboration and communication among students. Group discussions and teamwork enable students to exchange ideas, learn from different perspectives, and develop social skills that are essential for their overall growth. Moreover, the interactive nature of PBL increases students' motivation and enthusiasm in learning Islamic Religious Education, making the subject more interesting and relevant to their lives. Teachers observed a positive shift in students' attitudes, as they became more curious and engaged in exploring religious values and principles. Despite its many advantages, the application of PBL also presents certain challenges, such as the need for well-structured problem scenarios and adequate teacher guidance. Some students may require more time to adjust to this learning approach, especially those who are accustomed to traditional rote memorization methods. However, with proper teacher training and gradual implementation, these challenges can be effectively managed. Schools should also provide the necessary support and resources to ensure the successful integration of PBL into the curriculum. In conclusion, the use of the PBL method in Islamic Religious Education at SD Negeri 104260 Melati has demonstrated a positive impact on student learning outcomes. By fostering active learning, collaboration, and problem-solving skills, PBL creates a more dynamic and effective learning environment. While challenges exist, they can be overcome through proper planning and continuous improvement. Future research can explore further strategies to enhance the implementation of PBL, ensuring its long-term success in improving Islamic education and overall student development.

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