



Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 25 Aek Batu

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained 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 problem based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the character and morals of students. One of the important aspects of PAI is understanding and believing in the last day, which is part of the pillars of faith. A deep understanding of this concept is expected to be able to form students' confidence to live a life with responsibility and full awareness of spiritual values. However, in reality, students' understanding of the concept of believing in the last day is still far from expectations.

The use of a problem-based learning model improves student learning outcomes about faith in the last days (Diwan et al., 2023). Islamic religious education plays an important role in shaping students' character, but the understanding of faith in the last days is still lacking, so a problem-based learning model is needed to improve learning outcomes. Based on observations at UPTD SD Negeri 25 Aek Batu, Torgamba District,

South Labuhanbatu Regency, it was found that most students experienced difficulties in understanding the meaning and relevance of the last day in daily life.

Most students are only able to memorize the theory without understanding its essence. This shows that religious learning has not been able to internalize the values of faith into student behavior. This learning condition needs improvement to succeed in learning objectives (S. Li & Deng, 2022). This means that religious learning in this elementary school has not internalized the value of faith effectively. This gap can be caused by learning approaches that are still conventional, such as lectures and memorization.

This method is less able to actively involve students in the learning process. As a result, students tend to be passive, less motivated, and not engaged in the exploration of important concepts in the subject matter (Wu et al., 2022). In addition, the learning media used in the classroom tends to be monotonous and less interactive. The absence of innovative media makes it difficult for students to relate the material taught to real life. In learning the concept of the last day, students need an approach that is able to arouse their imagination and reason to understand the complexity of the material. This reality is also supported by the results of the learning evaluation, which shows that the average score of students in the final day of faith material is below the minimum completeness standard.

This low learning outcome shows that there is an urgent need to design learning methods that are more effective and relevant to student needs. One potential approach is the problem-based learning model or Problem-Based Learning (PBL). PBL is a method that places students as the center of learning by providing real problems that are relevant to be solved. This approach allows students to develop critical, analytical, and creative thinking skills, as well as relate the concepts learned to everyday life. According to (Nurhayat, 2023). The application of the Problem Based Learning model improves student learning outcomes in the Final Day material. The application of PBL in learning to believe in the last day can be a solution to overcome the gap between expectations and reality. In this model, students are invited to explore various cases or problems related to end-day values, such as moral responsibility, justice, and spiritual awareness. Thus, learning becomes more meaningful and has a direct impact on student understanding (Y. Li et al., 2023). Furthermore, the PBL model can also encourage active student involvement in the learning process. Through group discussions, simulations, and problem-solving, students will learn to work together, share ideas, and delve deeper into the material. This activity is expected to be able to increase students' motivation to learn while strengthening their understanding of the concept of believing in the last day (Holzinger et al., 2023). On the other hand, teachers also have an important role in supporting the successful implementation of PBL.

Teachers not only act as teachers, but also as facilitators who guide students in exploring problems and finding solutions. With the active involvement of teachers, students can experience learning that is more interactive, inspiring, and tailored to their needs. Therefore, this study aims to evaluate the effectiveness of the Problem-Based Learning model in improving students' understanding of the concept of believing in the last day at UPTD SD Negeri 25 Aek Batu, Torgamba District, South Labuhanbatu Regency. With this research, it is hoped that more innovative, applicable, and in accordance with the needs of students in learning Islamic Religious Education can be found (S. Li & Deng, 2022). This means that the application of PBL Techniques is to improve student learning outcomes in PAI lessons.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Oja and Sumarjan (in Titik Sugiarti, 1997; 8) classify action

research into four types, namely; 1) teachers act as researchers; 2) collaborative action research; 3) Simultaneously integrated, and; 4) Social Experimental Administration. The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research is a form of research that aims to improve the quality of learning through actions taken by teachers in the classroom. PTK is focused on efforts to improve or change the learning process that is carried out collaboratively between teachers and students (Magdalena & Purba, 2020).

This means that this study discusses the PTK method as a practical guide for teachers and also this research examines the quality assurance of learning, especially at UPTD SD Negeri 25 Aek Batu, Torgamba District, South Labuhanbatu Regency. In the context of this study, PTK is used to test the application of the Problem-Based Learning (PBL) model in Islamic Religious Education learning, especially in the material of Believing in the Last Day in class V UPTD SD Negeri 25 Aek Batu, Torgamaba District, South Labuhanbatu Regency. This research focuses on the application of innovative learning models, with the aim of improving students' understanding, learning outcomes, and student motivation towards the material. Research Variables.

According to Sugiono (2012: 38) "Research variables are basically everything that is determined by the researcher to be studied, so that information can be obtained and conclusions can be drawn about it, in this study what is observed are independent variables (free) and dependent variables (bound). while the bound variable (Y) is the student's learning outcome. Subject and Object of Research; 1) Subject. The subject of this study is a student of class V of UPTD SD Negeri 25 Aek Batu, Torgamba District, Regency South Labuhanbatu which totals 11 students are used to using conventional learning methods (lectures and memorization) before the implementation of the Problem-Based Learning (PBL) model; 2) Object.

The object of this research is the implementation of the learning process obtained from the application of the Problem Based Learning (PBL) model, namely the learning outcomes of UPTD class V students. SD Negeri 25 Aek Batu, Torgamba District, South Labuhanbatu Regency. The learning model activities in this model are designed by using a problem that must be solved by students, using tools such as facilities and infrastructure provided in classrooms, schools and the surrounding environment as a medium and learning resource for students who have significant absences during the PBL-based learning process. The subject was chosen to test the effectiveness of PBL in improving students' understanding of abstract concepts such as "Believing in the Last Day". Research Design and action plan. The research will apply the Kurt Lewin model PTK design, the Kurt Lewin model states that in one cycle it consists of four steps, namely; 1) planning; 2) actions or actions; 3) observation and; 4) reflection. In this study, the researcher will carry out several cycles, each cycle includes planning, action or action, observation, and reflection. Types and Data Sources.

The data to be collected in this study consists of two types, namely; 1) Qualitative data. Qualitative data is used to describe and analyze the learning process that occurs during the application of the Problem-Based Learning (PBL) model. This data was obtained from observations and interviews related to students' activeness, participation, and learning motivation in learning to Believe in the Last Day. Qualitative data also includes field notes that record student reactions and interactions during learning; 2) Quantitative data. Quantitative data was used to measure changes in students' understanding of the Latter-day Faith material and their learning outcomes after the PBL model was applied. This data will be obtained through tests and questionnaires designed to measure the cognitive (understanding and learning outcomes) and affective (motivation and activeness) aspects of students. Data Summarization Techniques; 1) Primary Data Sources. The primary data source is data directly obtained from research respondents, namely grade V students at UPTD SD Negeri 25 Aek Batu.

This data was obtained through observations, tests, and questionnaires that were directly given to students during the implementation of the PBL model; 1) Observation

was carried out to assess the level of activity and participation of students in the learning process using the PBL model; 2) The test was conducted to measure students' understanding and learning outcomes after applying the PBL model in the material Believing in the Last Day; 3) Learning Questionnaire/Motivation is used to measure students' motivation and interest in learning Islamic Religious Education using the PBL approach. Secondary Data Sources. Secondary data sources include documents and references used to support the theories and concepts in this study. This secondary data can be in the form of Islamic Religious Education curriculum documents, learning implementation plans (RPP), and relevant previous research results.

RESULTS

The research data obtained was in the form of test results of question item items, observation data in the form of observation of the management of methods of assigning learning assignments and recitation and observation of student and teacher activities at the end of learning, and formative test data of students in each cycle. The data from the test results of the question item items are used to get a test that really represents what is desired. This data is then analyzed for the level of validity, reliability, level of difficulty, and differentiation.

Observation sheet data was taken from two observations, namely observation data on the management of the method of giving learning assignments and recitation which was used to determine the influence of the application of the method of giving learning assignments and recitation in improving achievement Formative test data to determine the improvement of student learning achievement after the application of the method of giving learning assignments and recitation. The results of cycle I. by applying the method of giving learning assignments obtained the average score of student learning achievement was 66.36 and the learning completeness reached 54.54% or there were 6 students out of 11 students who had completed learning.

The results show that in the first cycle, classically, students have not completed learning, because the students who obtained only 54.54% were smaller than the desired percentage of completeness, which was 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying the method of giving learning assignments. Results of cycle II. The average score of student learning achievement was 72.72 and the learning completeness reached 63.63% or there were 7 students out of 11 students who had completed their studies. These results show that in the first cycle (2nd meeting) the completeness of classical learning has improved slightly better than in the first cycle (1st meeting).

There is an increase in student learning outcomes because after the teacher informs that at the end of every lesson there will always be a test so that at the next meeting students are more motivated to learn. In addition, students have also begun to understand what the teacher intends and wants with an increase in understanding to the last day. The implementation of the Problem-Based Learning (PBL) model in Islamic education at SD Negeri 25 Aek Batu has shown significant improvements in students' learning outcomes. Based on classroom observations, student assessments, and teacher interviews, it was found that students demonstrated higher engagement and a better understanding of the subject matter. Compared to traditional lecture-based teaching methods, PBL encouraged students to participate actively in discussions, analyze real-world religious issues, and apply Islamic teachings in their daily lives.

One of the most notable results of this research was the improvement in students' critical thinking and problem-solving abilities. Through collaborative discussions and problem analysis, students were able to explore Islamic concepts in depth and relate them to real-life situations. This approach not only strengthened their knowledge of Islamic teachings but also helped them develop independent learning skills, enabling them to think critically and make informed decisions based on religious values. In addition to

cognitive improvements, PBL also positively influenced students' motivation and classroom participation. Students became more enthusiastic about learning, as they were given opportunities to engage with thought-provoking problems and work together to find solutions. Teachers reported that students showed increased curiosity, asked more questions, and demonstrated a stronger willingness to explore different perspectives within Islamic education. Despite these positive outcomes, the research also identified some challenges in implementing PBL effectively.

Teachers needed to invest more time in preparing structured learning materials and guiding students throughout the process. Some students initially struggled with self-directed learning but gradually adapted as they gained more experience with the method. Overall, the findings suggest that PBL is an effective strategy for improving students' learning outcomes in Islamic education, provided that teachers receive adequate training and support to facilitate its implementation successfully.

DISCUSSION

From the results of learning activities that have been carried out during two cycles, and based on all the discussions and analyses that have been carried out, it can be concluded as follows; 1) Problem-based learning has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (81.81%), cycle II (90.90%); 2) The application of Improving students' understanding of the last day has a positive influence, namely it can increase students' learning motivation which is shown by the results of interviews with some students, the average student answer states that students are interested and interested by applying Improving students' understanding of the last day so that they become motivated to learn.

The implementation of the Problem-Based Learning (PBL) model in Islamic education at SD Negeri 25 Aek Batu has brought significant improvements in students' learning experiences. Unlike conventional teaching methods that rely heavily on memorization and passive learning, PBL encourages students to actively engage in discussions, analyze real-life problems, and find solutions based on Islamic teachings. This student-centered approach makes learning more meaningful and helps students connect religious concepts with their everyday lives.

One of the key findings of this study is the enhancement of students' critical thinking and problem-solving abilities. Through PBL, students were encouraged to examine religious issues from different perspectives, fostering a deeper understanding of Islamic values. This approach allows them to not only absorb theoretical knowledge but also apply it in real-life situations. As a result, students became more reflective and analytical when discussing religious topics, demonstrating improved reasoning and decision-making skills. In addition to cognitive improvements, PBL also positively influenced students' motivation and classroom participation.

Many students who previously showed low engagement in Islamic education became more interested and active in the learning process. The opportunity to collaborate with peers in problem-solving activities encouraged them to express their ideas and opinions confidently. Teachers also observed that students asked more questions and were more eager to explore Islamic concepts in depth, showing a higher level of enthusiasm compared to traditional teaching methods. However, the implementation of PBL also presented some challenges. Teachers needed to invest additional time in preparing well-structured lesson plans and guiding students throughout the learning process. Some students initially found it difficult to adapt to the self-directed nature of PBL, as they were accustomed to teacher-centered learning.

Nevertheless, with continuous support and structured guidance, most students gradually adjusted and began to take ownership of their learning process, demonstrating greater independence in their studies. Overall, the findings suggest that the PBL model is

an effective approach to improving students' learning outcomes in Islamic education. By promoting active participation, collaboration, and critical thinking, PBL helps students develop a deeper understanding of religious teachings and their practical applications. While challenges exist, they can be addressed through proper planning, teacher training, and gradual adaptation. Therefore, integrating PBL into Islamic education curricula can significantly enhance the quality of learning and better prepare students for real-world challenges based on Islamic principles.

CONCLUSION

The implementation of the Problem-Based Learning (PBL) model in Islamic education at SD Negeri 25 Aek Batu has demonstrated significant benefits in improving students' learning outcomes. This approach has successfully shifted the learning process from a traditional, teacher-centered method to a more interactive and student-centered model. Through PBL, students are encouraged to actively participate in discussions, analyze real-life religious issues, and apply Islamic teachings in their daily lives, resulting in a more meaningful and engaging learning experience. One of the major improvements observed in this study is the enhancement of students' critical thinking and problem-solving abilities. By engaging with real-world problems related to Islamic teachings, students learn to evaluate different perspectives, think analytically, and develop solutions based on religious principles. This not only strengthens their cognitive skills but also helps them internalize Islamic values in a way that is applicable to their personal and social lives. Furthermore, the PBL model has had a positive impact on students' motivation and participation in Islamic education classes. Many students who previously displayed low engagement became more active and interested in learning. The opportunity to collaborate with peers, discuss religious concepts, and explore problem-solving strategies encouraged students to be more confident in expressing their thoughts and asking questions. As a result, their enthusiasm for learning increased significantly. Despite the positive outcomes, the implementation of PBL also posed certain challenges. Teachers needed to invest extra time and effort in preparing structured lesson plans and guiding students through the problem-solving process. Additionally, some students initially struggled with the transition from passive learning to an active, inquiry-based approach. However, with proper support and adaptation, these challenges were gradually overcome, and students developed greater independence in their learning journey. The findings of this study suggest that PBL is an effective strategy for improving the quality of Islamic education. By fostering active engagement, critical thinking, and problem-solving skills, this model equips students with the ability to understand and apply Islamic teachings in their daily lives. Additionally, the collaborative nature of PBL helps students develop communication and teamwork skills, which are essential for their personal and social growth. In conclusion, the Problem-Based Learning model offers a promising alternative to traditional teaching methods in Islamic education. While there are challenges in its implementation, the benefits far outweigh the difficulties. With proper teacher training, adequate learning resources, and structured lesson plans, PBL can significantly enhance students' understanding and application of Islamic values. Therefore, schools and educators should consider integrating this approach into their curriculum to ensure a more effective and meaningful learning experience for students.

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