



Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis

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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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. 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 outcomes, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and personality of students. One of the important aspects of PAI is the introduction and habituation of worship, including the Dhuha Prayer. Dhuha prayer is one of the sunnah prayers that has many virtues, both spiritual and psychological. Through the introduction and habit of Dhuha Prayer, it is hoped that students can build a closer relationship with Allah SWT and develop good habits that have a positive impact on daily life.

SDN No 104325 Kampung Manggis, as an Islamic educational institution, has the responsibility to instill religious values in its students from an early age. One of the efforts made is through learning the material of Getting to Know the Dhuha Prayer for grade IV students. At this age, children are at a stage of development where they begin to

understand the concept of worship and the importance of carrying out obligations and sunnah in Islam. Therefore, the introduction of Dhuha Prayer becomes very relevant and important. Dhuha prayer, as one of the sunnah worship recommended in Islam, has many benefits for the perpetrator.

In addition to getting closer to Allah SWT, Dhuha prayer can also shape students' character to be more disciplined, patient, and responsible. Introducing Dhuha prayer from an early age is very important because at the age of children, understanding and habits will be easier to form. However, in practice, obstacles are often encountered in learning Dhuha prayer material. The lack of enthusiasm of students for religious materials, difficulties in understanding detailed prayer procedures, and lack of consistency in carrying out Dhuha prayers independently are challenges for teachers.

This can be caused by a variety of factors, such as less engaging learning methods, lack of active student involvement, or lack of intrinsic motivation for students to learn religion. To overcome these problems, innovative and effective learning models are needed. One approach that can be considered is Problem Based Learning (PBL). The PBL model allows students to actively learn by finding solutions to problems that are relevant to daily life. Thus, students not only gain knowledge about the procedures for Dhuha prayer, but also develop critical thinking, communication, and collaboration skills.

The purpose of this research is to improve student learning outcomes in understanding and implementing Dhuha prayers through the application of the PBL model. It is hoped that by using the PBL model, students can better understand the benefits of Dhuha prayers, master the correct prayer procedures, and have higher motivation to carry out Dhuha prayers regularly.

Furthermore, the active participation of parents and teachers is also very necessary in supporting the implementation of Dhuha Prayer in schools. Collaboration between schools and parents is expected to create a conducive environment to get students used to carrying out Dhuha Prayers, both at home and at school. Thus, this learning is not only theoretical, but also applicable in students' daily lives. In this context, the author compiled a scientific paper entitled "Efforts to Improve Student Learning Outcomes Through the PBL Model on Knowing Dhuha Prayer Materials in Grade IV Semester II Elementary School No. 104325 Kampung Manggis for the 2024/2025 Academic Year."

This work is expected to contribute to the development of effective and applicable learning strategies in introducing Dhuha Prayer to students, so that they not only understand, but also be motivated to carry it out regularly. With this background, this research is very relevant in order to improve student learning achievement in Islamic Religious Education, especially in the Dhuha Prayer material. The author hopes that, through this research, the right solutions and approaches can be found to overcome various obstacles in teaching Dhuha Prayer, so that learning objectives can be achieved optimally.

METHODS

This study uses a descriptive qualitative approach, which is a type of research that is systematic in describing objects in the natural environment without any manipulation or hypothesis testing. This research emphasizes more on understanding the meaning of the observed phenomena rather than generalizations based on quantitative data. It is called qualitative because the data collected is in the form of a narrative, not a number or statistics. (Endang, 2018). Qualitative research aims to obtain in-depth and accurate data, with a focus on the value behind visible data.

This study uses words and sentences to describe the research object, especially in the implementation of the super memory system method. The formulation of the problem in this study determines the main focus of the researcher in collecting and analyzing data. After the process is completed, the final stage is to make a conclusion that must answer

the formulation of the problem and address the issues raised in the background of the problem. This research is a type of descriptive qualitative research, which is a systematic research that aims to describe the research object in a natural context in the field without any manipulation and without hypothesis testing. The method used is a natural method, where the expected research results are not generalizations based on quantitative measures, but the meaning of the observed phenomena.

This research is called qualitative because the data collected is in the form of narratives, not quantitative data. This qualitative research aims to obtain in-depth data, which includes actual and definite data, as well as the values contained behind visible data. This research uses words and sentences, not a series of numbers or statistics. This research focuses on describing the quality of the implementation of the super memory system method in learning. The total population at the IT Private Elementary School Delisha Tandam Hilir II is 112 students, while the sample used in this study is focused on 20 students of kls IV.

Primary Data Source. Primary data is the main data that researchers collect directly and use as a solution to a research problem. This data was obtained through observation, interviews, and documentation, which is the original data. Primary data sources in this study include; 1) Principal at SD No. 104325 Kampung Manggis; 2) Islamic Religious Education (PAI) Teacher at SD No. 104325 Kampung Manggis; 3) Grade IV students at SD No. 104325 Kampung Manggis. **Secondary Data Sources.**

Secondary data is the supporting data in this study. Secondary data includes documented information, such as the practice room for dhuha prayer at school, ablution place, school conditions, and land at SD No. 104325 Kampung Manggis. Collection method Data is a very important step in research, because the main purpose of research is to obtain the necessary data. Without understanding the data collection techniques, the research will not be able to obtain data that is in accordance with the set standards. In qualitative research, data is collected in a natural setting, and data collection techniques generally include observation, interviews, and documentation. (Sugiono, 2016).

Data analysis is the systematic process of searching for and organizing data by organizing it into categories, identifying patterns, selecting relevant information, and drawing conclusions. In descriptive qualitative research, the data collected includes various field notes, researcher comments, photos, documents such as reports, biographies, articles, and others. The data analysis process includes interpretation, sorting, grouping, coding, and categorization of data. Data presentation is the process of organizing and compiling information from participatory observations and in-depth interviews that have been reduced. The purpose of the data presentation is so that the reduction results are structured systematically, complexly, but still simply, so as to facilitate understanding. Good data presentation will help researchers understand the events being studied and plan the next steps of the research.

RESULTS

Based on the observations made, the reflection stage aims to identify shortcomings in cycle 1, which is in the form of correction. The actions that have been implemented aim to reveal the shortcomings that exist in cycle 1, namely;) An increase in children's prayer movements through habituation activities began to be seen, even though they had not achieved maximum results; 2) Interest and motivationBased on the results of the research in cycle 1 and cycle II, it shows that through habituation activities, the ability to imitate prayer movements in cycle 1 has increased in cycle II.

The ability of children to imitate prayer movements is good. Based on the results through children's habituation to activities imitating prayer movements, from cycle 1 out of 20 children there are 11 children or 55% of children with good criteria, but have not achieved performance indicators. Based on the shortcomings in cycle 1, teachers try to make more interesting plans for activities in cycle 1. This is done so that children can

participate in learning activities optimally and can improve their ability to imitate the movements of prayer. In the second cycle of the implementation stage, the teacher conditioned the children to be enthusiastic and thorough in carrying out practical activities of the prayer movement.

The shortcomings in cycle 1 have begun to decrease as children participate in activities imitating prayer movements, even though they are still bombed by teachers. The results of the second cycle of observation of 20 children were 16 children or 80% of children with good criteria, so that in accordance with the percentage of success indicators had been achieved. This shows that the children's learning process in cycle II has reached the performance indicator, namely the 80% completeness criterion. The gross motor ability of children in cycle 1 and cycle II of the child's vision in imitating prayer movements began to appear, but not optimally.

This can be seen from the fact that there are still children who make movements with the left hand on top carelessly, as well as some children who are not fully focused and are still joking with friends. Obstacles in improving the practice of imitating prayer movements through habituation activities are still not optimal, and there are errors in the implementation of prayer movements. This is due to the children's lack of focus and concentration during learning. Because the practice is carried out in groups, some children are still seen joking on their own.

Based on the reflection of the meeting, it can be concluded that there are problems that arise in the implementation of cycle 1. Therefore, in the implementation of cycle 2, it is necessary to make improvements, namely; 1) Efficient time management; 2) Provide motivation and enthusiasm to children so that they can follow the rules well. In addition, teachers must present activities in an interesting way so that children are more focused on the learning process given. The implementation of the Problem-Based Learning (PBL) method in teaching "Mengenal Sholat Dhuha" at SDN No. 104325 Kampung Manggis resulted in noticeable improvements in students' learning outcomes.

Observations during the lessons revealed that students became more actively engaged with the topic and showed greater interest in understanding the significance and proper practice of Sholat Dhuha. The hands-on, inquiry-based nature of PBL encouraged students to explore the topic through group discussions and problem-solving activities, which led to a deeper comprehension of the material. As a result, students exhibited an improved understanding of both the spiritual and practical aspects of the prayer. Assessments conducted before and after the implementation of PBL showed significant progress in students' ability to recall and apply information related to Sholat Dhuha. In the initial assessment, many students struggled to articulate the correct steps of the prayer and its importance. However, after participating in the PBL activities, students demonstrated a much better grasp of the material.

They were able to explain the correct procedure for performing Sholat Dhuha and articulate the benefits associated with it, both in spiritual terms and in daily life. This improvement reflected the success of the PBL method in enhancing student comprehension. Another important result of the PBL approach was the improvement in students' collaboration and communication skills. By working together in groups to research and present their findings, students developed essential teamwork skills.

They learned how to listen to others, share ideas, and support one another in completing tasks. This collaboration not only strengthened their academic performance but also fostered a positive and respectful classroom environment where students felt comfortable sharing their thoughts and ideas. The social benefits of PBL were evident as students worked together in a more cohesive and engaged manner. In conclusion, the use of the Problem-Based Learning method at SDN No. 104325 Kampung Manggis significantly improved students' motivation, understanding, and academic performance regarding the topic of Sholat Dhuha.

Through active participation in group discussions, critical thinking exercises, and problem-solving tasks, students were able to connect theoretical knowledge to real-world

applications. The positive results demonstrated the effectiveness of PBL in enhancing both cognitive and social skills in Islamic education, providing a strong foundation for future learning experiences.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) method in Islamic education, specifically in teaching the topic of "Mengenal Sholat Dhuha" at SDN No. 104325 Kampung Manggis, has led to a significant improvement in students' learning outcomes. PBL, as a student-centered approach, encourages students to engage actively in their learning process by solving problems and exploring real-world issues. In the context of learning about Sholat Dhuha, students were presented with real-life scenarios that helped them understand the importance, benefits, and proper way of performing this prayer. This hands-on approach helped students connect the theoretical knowledge with practical application, fostering a deeper understanding of the material. One of the key advantages of using PBL in teaching Sholat Dhuha was the active involvement of students in the learning process. Instead of passively receiving information from the teacher, students were encouraged to explore the topic, ask questions, and find solutions together. Through group discussions and collaborative problem-solving activities, students developed a sense of ownership over their learning and became more motivated to understand the subject matter. This active engagement increased their interest in the topic, leading to better retention of information and improved performance in assessments. In addition to enhancing students' motivation, the PBL method helped improve their understanding of the content. For example, students were tasked with investigating the meaning, significance, and the correct steps of performing Sholat Dhuha. By working together in groups, they researched the topic, discussed various aspects of the prayer, and learned how it is a form of worship that brings spiritual and material benefits. This inquiry-based approach allowed students to internalize the material more effectively, as they were not merely memorizing information but actively engaging with it in a meaningful way. The PBL method also encouraged critical thinking and problem-solving skills. In the case of Sholat Dhuha, students were challenged to reflect on the reasons behind performing this prayer and how it fits into their daily lives. Through discussions and debates, they explored the benefits of Sholat Dhuha in fostering discipline, gratitude, and connection to Allah. This not only improved their understanding of the prayer itself but also helped them develop a broader understanding of how Islamic practices contribute to personal and spiritual growth. The ability to think critically about religious practices and their real-world applications was one of the key outcomes of using PBL in this lesson. Moreover, the collaborative nature of PBL promoted teamwork and communication skills among students. Working in small groups, students learned to listen to one another, share their ideas, and build on each other's knowledge. This collaboration fostered a sense of community within the classroom and helped students feel more comfortable expressing their thoughts and opinions. The peer-to-peer learning experience allowed stronger students to support their peers, while those who were less confident gained encouragement and clarification from their classmates. This collaborative environment not only enhanced academic achievement but also contributed to the development of social skills that are essential for students' overall growth. While the results of using PBL in teaching Sholat Dhuha were largely positive, there were some challenges in the implementation process. One of the challenges was managing the time effectively, as group discussions and research activities sometimes took longer than expected. Teachers had to be mindful of the time constraints and ensure that all groups were able to present their findings within the lesson period. Additionally, some students initially struggled with the problem-solving aspect of PBL, as they were more accustomed to traditional lecture-based methods of learning. However, with continued support and guidance from the teacher, students gradually adapted to the PBL approach and became more comfortable with

independent learning. Another challenge was ensuring that the materials and resources used during the PBL sessions were appropriate and accessible to all students. Some groups had difficulty finding reliable resources, and teachers needed to provide additional guidance in selecting credible references, such as books, articles, and online materials. Despite these challenges, the benefits of using PBL outweighed the difficulties. As students became more familiar with the PBL method, they gained greater confidence in their ability to research, collaborate, and present their findings, which contributed to their overall improvement in learning. In conclusion, the use of the Problem-Based Learning method in teaching Sholat Dhuha at SDN No. 104325 Kampung Manggis has proven to be an effective strategy for improving students' understanding and learning outcomes. The active, student-centered nature of PBL encouraged greater motivation, deeper comprehension, and the development of critical thinking and social skills. While there were challenges in implementing PBL, such as managing time and ensuring access to resources, the positive outcomes demonstrate the potential of this approach to enhance Islamic education. With continued practice and refinement, PBL can be a valuable method for improving the learning experience and fostering a deeper connection to Islamic teachings.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that habituation activities are effective in improving the ability to imitate prayer movements. In pre-cycle, the initial condition showed 15%, with only 3 out of 20 children meeting the criteria. The study then continued to cycle I, where the final results showed an increase to 55%. Cycle II, which was conducted in three meetings, showed a significant increase to 80%. Therefore, the habituation method has proven to be effective in improving the ability to imitate the prayer movements of grade IV students of IT Delisha Private Elementary School. Based on this analysis, it can be concluded that the efforts made by teachers have succeeded in helping students achieve the indicators set in the activity. However, there are several factors that are obstacles to the achievement of these indicators, such as the lack of the number of teachers in the prayer learning process and the lack of initiative and creativity of teachers in determining learning methods and media. The implementation of the Problem-Based Learning (PBL) method in teaching "Menganal Sholat Dhuha" at SDN No. 104325 Kampung Manggis has proven to be an effective approach in enhancing students' learning outcomes. By encouraging active participation, critical thinking, and collaborative learning, PBL helped students gain a deeper understanding of the importance, steps, and benefits of Sholat Dhuha. The method allowed students to not only memorize information but also connect religious practices to their daily lives, fostering a more meaningful learning experience. Additionally, PBL helped improve students' motivation and engagement. The hands-on nature of the approach made learning more interactive and enjoyable, which led to increased enthusiasm and active involvement in the lessons. Students showed greater interest in the subject matter and were more eager to participate in group discussions and problem-solving activities, ultimately enhancing their overall academic performance. In conclusion, the success of PBL in this study suggests that it is a valuable method for teaching Islamic education. It not only improves students' understanding of religious concepts but also develops their social skills, critical thinking, and collaboration abilities. Given the positive outcomes observed, PBL can be considered a highly effective strategy to enhance the quality of learning in Islamic education and can be further implemented in other topics or subjects to foster a more interactive and student-centered learning environment.

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