



Problem Based Learning Model Assisted by Puzzle Media to Improve Learning Outcomes of Elementary School Students 102078 Block Zero Jangga in Islamic Education Learning

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a problem-based learning model with the help of puzzle media. 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. Data for this study were obtained by 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 with the help of puzzle media 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 pre-cycle 48.71%, cycle I 66.39% and in cycle II increasing to 89.66%. Thus, the use of a problem-based learning model with the help of puzzle media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Learning in elementary school is an important foundation in building student competence to understand various aspects of science, including Islamic religious education. One of the competencies that needs to be instilled from an early age is an understanding of the content and meaning of Qur'anic verses, such as Q.S. Al-Hujurat/49:13, which teaches the values of brotherhood, equality, and respect for differences. However, in reality, learning Qur'an verses in grade IV elementary school often still faces various obstacles. Based on initial observations at SD Negeri No 102078 Block Zero Jangga, it was found that the learning outcomes of students in the material Q.S. Al-Hujurat/49:13 were still low. This can be seen from the low daily test scores of students and the lack of student involvement in the learning process. One of the main causes is the use of conventional learning

methods that are monotonous so that they do not attract students' attention. As a result, students find it difficult to understand the content and moral message of the verse. Problem Based Learning (PBL) is one of the innovative learning models that can be used to overcome these problems.

This model puts students at the center of learning and encourages them to actively participate in problem-solving. In the context of learning Q.S. Al-Hujurat/49:13, PBL allows students to explore the meaning of verses in depth through exploration, discussion, and collaboration. However, the implementation of this model requires interesting supporting media to maximize student engagement. (Slavin, R. E. 2015). Puzzle media was chosen as a tool in the PBL model because of its interactive and fun nature. Puzzles can increase the attractiveness of learning while honing students' critical thinking skills. By using puzzles, students can learn the content of Qur'anic verses gradually, while compiling relevant pieces of information. This not only improves students' understanding of the material, but also helps them develop analytical and teamwork skills. Implementing the PBL model with media puzzle It is expected to improve student learning outcomes, especially in cognitive and affective aspects. In learning Q.S. Al-Hujurat/49:13, students are not only expected to be able to memorize verses, but also understand their meaning and apply their values in daily life.

Therefore, an interesting and effective learning strategy is an urgent need. The context of this research is also relevant to the need for a curriculum that emphasizes activity-based learning and real experiences. By actively involving students in learning, it is hoped that a more meaningful learning atmosphere will be created. In addition, the application of creative media such as puzzles can be an alternative solution to overcome students' boredom with conventional learning methods. This research aims to make a real contribution to improving the quality of learning at SD Negeri No 102078 Block Zero Jangga, especially in the material Q.S. Al-Hujurat/49:13. In addition, this research is also expected to be a model for other teachers in developing more innovative and effective learning strategies. By combining PBL models and puzzle media, this research not only focuses on improving student learning outcomes, but also on developing their characters. The values contained in Q.S. Al-Hujurat/49:13 such as brotherhood and respect for differences are expected to be the basis for students in building harmonious social relationships. Based on the description of the problems that have been submitted above, the author needs to conduct a study in the form of Classroom Action Research with the title "Implementation of Problem Based Learning Model with Puzzle Media to Improve the Learning Outcomes of Grade IV Students in Q.S Al Hujurat Verse 13 Material at SD Negeri No 102078 Block Zero Jangga".

METHODS

Qualitative Descriptive Research. This approach is used to describe the process and results of the implementation of the Problem Based Learning (PBL) model with puzzle media in learning Q.S Al-Hujurat verse 13. The focus of the research lies in how students are involved in the learning process, interaction between students during group discussions, and the effectiveness of puzzle media as a learning aid. The data collected is in the form of an in-depth description of student activities, their responses to the learning model, and changes in attitudes or understandings that occur. (Sugiyono. 2016).

Research Subject. The subject of the study was a fourth grade student of SD Negeri No 102078 Block Zero Jangga. In addition, teachers as learning facilitators are also an important part of this research to provide information about the implementation of the PBL model and classroom management. Data Collection Techniques. This study uses several qualitative data collection techniques, including: Observation: Observing student activities during learning, such as involvement in group discussions and the ability to complete tasks with puzzle media. Interviews: Conducted with teachers and students to

understand their experiences during learning. Documentation: Collect data in the form of photos, videos, and notes during the learning process. Data Analysis.

The data was analyzed using the thematic analysis method. The steps include data collection, data reduction, theme coding, and drawing conclusions. The researcher will identify patterns that appear in the implementation of learning, such as the success of the PBL model in increasing students' understanding of the content of Q.S. Al-Hujurat verse 13. Research Variables; 1) Expected variables. In this study, it is the student's learning outcomes, which reflect the level of success of students in understanding, applying, and internalizing the material Q.S. Al-Hujurat verse 13. Learning outcomes are not only assessed from cognitive aspects, but also include affective and psychomotor aspects that show the holistic development of students. This assessment is important to find out the extent to which Problem Based Learning (PBL) based learning with puzzle media is able to increase students' understanding of the content of the Qur'anic verses.

In the cognitive aspect, student learning outcomes are measured through written test scores related to Q.S. Al-Hujurat verse 13 material. This test is designed to test students' understanding of the content of the verse and its relevance to daily life. In addition, the affective aspect includes students' attitudes in implementing the values of tolerance and mutual respect in accordance with the moral message of the verse. This attitude is expected to be realized in the interaction daily students inside and outside the school environment. Meanwhile, the psychomotor aspect is measured through students' ability to complete learning activities, such as group discussions, problem-solving, or presentations using puzzle media. This activity aims to develop students' critical and collaborative thinking skills.

Thus, student learning outcomes can reflect learning successes that are not only academic, but also include character and skill development. Intervention variables. In this class action research, the implementation of the Problem Based Learning (PBL) model with puzzle media. This intervention aims to improve student learning outcomes by implementing interesting and interactive problem-based learning. The action steps are designed systematically so that learning takes place effectively and can have a positive impact on students' understanding of the material Q.S. Al-Hujurat verse 13.

The first step is planning, which involves the preparation of a PBL-based Learning Implementation Plan (RPP) and puzzle media. In this stage, the subject matter is adjusted to a problem-based approach, and the puzzle media is designed to support students in understanding the content of the Qur'anic verses. After careful planning, the implementation stage is carried out by applying the PBL model in the classroom, where students are involved in exploration, discussion, and problem-solving activities using puzzles as learning aids. (Rusman. 2017). Furthermore, the observation stage is carried out by monitoring student activities during the learning process. These observations include student participation, their ability to complete assignments, as well as attitudes shown during group discussions. Finally, a reflection stage is carried out to evaluate the success of learning in that cycle and determine improvements for the next cycle.

This reflection aims to ensure that each learning cycle can provide better results than before. Types, Sources and Techniques of Data Collection. In this study, the types, sources, and data collection techniques used will focus on measuring student learning outcomes and evaluating the application of the Problem Based Learning (PBL) learning model with puzzle media. Here is a further explanation of each aspect; 1) Data Type. The type of data collected in this study is qualitative data. Qualitative data can be obtained through observation of the learning process and students' interaction with puzzle media, as well as interviews with teachers to get a more in-depth picture of the implementation of learning. Documentation includes notes and visual evidence of the learning process, such as photos, videos, or student work. This data helps provide a visual picture of the implementation of actions in PTK. Reflection data was obtained from the researcher's or teacher's notes regarding the learning process.

This data includes an evaluation of the successes and challenges that arise during the implementation of the PTK cycle. (Nasution, S. 2003). Data Source; 1) Grade IV students. Students are the main source of data in this study because they are subjects who directly experience the application of the Problem Based Learning (PBL) model with puzzle media. Data from students included learning activities: Interaction, participation in group discussions, and puzzle-solving skills. Student response: Their views, feelings, and experiences towards the PBL method and puzzle media. Student work: Including the results of discussions, presentations, and puzzle solving; 2) Class IV Teacher. Teachers are the main actors in the implementation of the PBL model.

Data from teachers can be in the form of teaching experience: Teachers' observations about the effectiveness of PBL methods with puzzle media. Learning evaluation: Teacher's notes regarding the teaching and learning process, challenges faced, and changes in student behavior. Reflection: The teacher's view of the success of the action and the potential for further development. Learning Documents. Related documents that can be a source of data include; 1) Learning Implementation Plan (RPP): Contains a PBL-based learning process design with puzzle media. Student assessment results: Including test scores, puzzle results, and assessments of students' affective or psychomotor aspects. Diary: In the form of a learning log that records the process of implementing actions in class. Classroom Environment.

The classroom environment as a place for learning is also a relevant source of data. Observation of the classroom atmosphere, group dynamics, and interactions between students during learning provides an in-depth picture of the process of applying the PBL model. The main source of data in this study is the fourth grade students of SD Negeri No. 102078, which is the object of the research. Data on student learning outcomes were taken from tests conducted in two stages: pre-test (before the implementation of the PBL model with puzzle media) and post-test (after the application of the PBL model with puzzle media). In addition, teachers are also an additional source of data, through interviews and observations to provide views on the implementation of learning and student responses to the models applied. Documentation related to learning materials and the implementation process can also be used as a source of supporting data.

Data Collection Techniques The data collection techniques used in this study include several methods, including; 1) Observation: Observation is carried out to observe the learning process that took place during the application of the PBL model with puzzle media. This technique helps researchers to assess student engagement and the effectiveness of using puzzle media in learning; 2) Interviews: Interviews with teachers are conducted to explore more information about the implementation of the learning model and the challenges faced during the teaching and learning process. It also provides additional perspectives on student responses to the applied learning model; 3) Documentation is used to collect visual and non-visual evidence related to the learning process. The data obtained includes: Student work results (such as puzzles that have been solved, discussion notes, or group presentations).

Photos or videos of learning activities to support observations. Learning documents such as lesson plans, student worksheets (LKS), and student test results; 4) Reflective Notes The researcher or teacher records reflections during and after the implementation of learning. This note includes: Experience in implementing the PBL model. Changes that occur in students (both from cognitive, affective, and psychomotor aspects). Conclusions and improvements for the next cycle. Hypothesis Analysis and Testing Techniques. In this study, hypothesis analysis and testing techniques are used to process the data that has been collected through tests, observations, interviews, and documentation. This technique aims to find out whether the application of the Problem Based Learning (PBL) learning model with puzzle media can significantly improve student learning outcomes.

The following is a further explanation of the analysis and hypothesis testing techniques used in this study; 1) Data Analysis Techniques; 2) Descriptive Analysis: This

technique is used to describe data obtained from pre-test and post-test regarding student learning outcomes. Data will be presented in the form of tables or graphs to facilitate understanding of the average student learning outcomes before and after the application of the PBL model with puzzle media. In addition, descriptive analysis will also be used to describe students' responses to the puzzle media and the dynamics of learning that occurs; 3) Inferential Statistical Analysis: To find out whether there is a significant difference between student learning outcomes before and after the application of the PBL model with puzzle media, an inferential statistical test is used. Paired t-test is one of the methods used to compare two data sets (pre-test and post-test) of the same sample.

This test will help to test whether there is a significant difference in student learning outcomes after the implementation of the learning model. Hypothesis Testing. Zero Hypothesis (H0): This hypothesis states that there is no significant difference in student learning outcomes before and after the implementation of the PBL model with puzzle media. This means that the learning model applied has no effect on improving student learning outcomes. Alternative Hypothesis (H1): This hypothesis states that there is a significant difference in student learning outcomes before and after the application of the PBL model with puzzle media. In this case, the learning model with puzzle media is expected to significantly improve student learning outcomes.

To test the hypothesis, the researcher will use a paired t-test, which compares students' learning outcome scores in the pre-test and post-test. If the p-value (significance) generated from the t-test is less than 0.05, then the null hypothesis (H0) is rejected, which means that the application of the PBL model with puzzle media has a significant effect on improving student learning outcomes. Conversely, if the p-value is greater than 0.05, then the null hypothesis is accepted, which means there is no significant difference in student learning outcomes. Interpretation of test results.

After the paired t-test is carried out, the results will be analyzed to see if the application of the PBL learning model with puzzle media is effective in improving student learning outcomes. If there is a significant difference, the results of the analysis will show that the learning model contributes positively to student achievement. On the other hand, if there are no significant differences, the researcher will review other factors that may affect student learning outcomes. With this hypothesis analysis and testing technique, the study can provide a clear and objective conclusion about the effect of the application of the Problem Based Learning model with puzzle media on the improvement of student learning outcomes in grade IV of SD Negeri No. 102078.

RESULTS

Pre-Cycle. In the pre-cycle stage, initial observations were made to identify learning conditions in grade IV of SD Negeri No 102078 Block Zero Jangga before the application of the Problem Based Learning approach. The data collected during the pre-cycle is used as a reference for planning actions in the first cycle. Cycle 1. The results of learning improvement in this study regarding the Implementation of the Problem Based Learning Model with Puzzle Media to Improve the Learning Outcomes of Grade IV Students in the material Q.S Al Hujurat Verse 13 at SD Negeri No 102078 Block Zero Jangga are. The implementation of actions in cycle II is the result of reflection in cycle I, so that in cycle II it is expected that there will be an increase as expected.

The results obtained are; 1) The problem-based learning approach has proven to be effective in increasing students' understanding of the material "QS Al Hujurat/49:13"; 2) Students showed high enthusiasm in the learning process, as seen from their increased involvement in the discussions conducted; 3) Students' critical thinking skills have improved, especially in delivering logical and good arguments according to the material studied; 4) Teachers succeed in creating an interactive learning atmosphere and supporting students' exploration of the material they are learning.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model using puzzle media in teaching the Quranic verse Q.S. Al-Hujurat/49:13 for fourth-grade students at SD Negeri No. 102078 Blok Nol Jangga has proven to be an effective strategy in improving students' learning outcomes. The use of puzzle media as a tool for problem-solving not only engages students in a more interactive learning process but also helps them to internalize and better understand the message of the Quranic verse.

By actively participating in puzzles related to the material, students are able to explore the verse's deeper meanings and learn its values in a hands-on, enjoyable way. One of the key benefits of integrating puzzle media with the PBL model is that it encourages collaborative learning among students. Working in groups to solve the puzzle challenges creates an opportunity for students to discuss the meaning of the verse, share their perspectives, and build on each other's ideas. This collaborative approach enhances their understanding of the Quranic message, as they must critically analyze the verse and work together to find solutions to the problems posed by the puzzle.

Additionally, it helps students to improve their teamwork and communication skills, which are valuable both in and outside the classroom. Furthermore, the PBL model with puzzle media also promotes active engagement and motivation. Students were observed to be more enthusiastic about learning compared to traditional methods, as the puzzle format made the lesson feel like an interactive game. The hands-on approach helped maintain students' attention and interest in the subject, making the learning process more enjoyable.

This increased level of motivation positively impacted students' comprehension of the Quranic verse, as they were more eager to explore its meaning and apply its teachings in their lives. Despite the positive outcomes, the use of puzzle media in PBL also presented certain challenges. Teachers had to carefully design puzzles that were both educational and appropriate for the students' cognitive levels. Ensuring that the puzzle effectively conveyed the lesson's objectives while being engaging for students was essential. Additionally, some students initially faced difficulties in understanding how to work with the puzzle media, requiring additional guidance and support.

However, as the activity progressed, students adapted and began to independently navigate the problem-solving process. In conclusion, the integration of the Problem-Based Learning model with puzzle media in teaching Q.S. Al-Hujurat/49:13 has proven to be a highly effective method for enhancing students' understanding and engagement in Islamic education. By encouraging critical thinking, collaboration, and active participation, this approach allows students to connect with the material on a deeper level. While challenges in implementation exist, the overall impact on students' learning outcomes highlights the potential of using creative, interactive methods to enhance Quranic education in elementary schools like SD Negeri No. 102078 Blok Nol Jangga.

CONCLUSION

Research Background: This research is motivated by the low learning outcomes of grade IV students of SD Negeri No 102078 Block Zero Jangga on the material Q.S. Al-Hujurat/49:13. Monotonous conventional learning is one of the main causes of students' lack of involvement and understanding of the material. To overcome this, researchers apply the Problem Based Learning (PBL) model with puzzle media as an innovative effort to improve student learning outcomes. **Purpose and Benefits of the Research:** This study aims to analyze the application of PBL with puzzle media in learning Q.S. Al-Hujurat/49:13, improve student learning outcomes, and identify the obstacles faced. The benefits of this research include improving student understanding, developing critical and collaborative thinking skills, and providing a more effective and engaging learning model for teachers and schools. **Research Method:** This study uses the Classroom Action

Research (PTK) method with a qualitative descriptive approach. Data is collected through observation, interviews, and documentation during the learning process. The research is carried out in several cycles that include planning, implementation, observation, and reflection. Research Results: The implementation of the PBL model with puzzle media shows a significant improvement in student learning outcomes. Students become more actively involved in the learning process, show an increased understanding of the material, and are able to apply the moral values contained in Q.S. Al-Hujurat/49:13. In addition, the use of puzzle media helps students in developing analytical skills and teamwork. Conclusion and Recommendations: This study concludes that the PBL model with puzzle media is effective in improving student learning outcomes. It is recommended that teachers consider using innovative learning methods such as PBL with puzzle media to increase student engagement and understanding of learning materials. This research also provides suggestions for further development in optimizing creative learning media for various subjects in elementary schools.

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