Efforts to Improve Student Learning Outcomes on Fasting in the Month of Ramadan Using the Problem Based Learning Model at Lamsayuen State Elementary School

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Abstract: This research aims to improve student learning outcomes in the material of understanding fasting in the month of Ramadan in the subject of Islamic Religious Education through the application of the Problem Based Learning model. The research is a Class Action Research carried out in class V-A SD Negeri Lamsayuen, Ingin Jaya District, Aceh Besar Regency, for the 2024/2025 school year. The subjects of the study were all students of class V-A (N = 21). Data was collected through observation, learning outcome tests, documentation, and field notes. The pre-cycle results showed that only 5 students or 25% achieved the Minimum Completeness Criteria (KKM). After the implementation of the action in the first cycle, the completeness increased to 11 students or 50% with an average class of 68.09. The improvement of learning carried out in cycle II, including the variety of teaching materials, strengthening group discussions, and better classroom management, resulted in 20 students or 95% who achieved KKM with an average grade of 92.14. Qualitative analysis showed an increase in the activeness, motivation, and ability of students to understand the concept of fasting. These findings show the effectiveness of PBL in improving the achievement of learning outcomes and student involvement in fasting materials. This study recommends the integration of PBL with good classroom management as well as continuous evaluation and teacher training to sustain continuous learning improvement.

Keywords: Learning outcomes, fasting, Problem Based Learning

INTRODUCTION

Islamic religious education in elementary schools has an important role in shaping students' character, morals, and basic understanding of Islamic teachings. One of the crucial materials is the Ramadan fasting, which is not only seen as an obligation of worship, but also as a means of fostering discipline, patience, and faith in children from an early age (Hidayat & Ahmad, 2017). Therefore, PAI teachers are required to be able to convey material in a way that is easy to understand while attracting students' interest in learning. However, in practice, student learning outcomes in fasting materials are often not optimal. Initial observations in class V-A SD Negeri Lamsayuen showed low academic achievement of students. Of the 21 students, only 5 people or 25% managed to achieve the Minimum Completeness Criteria (KKM), while 16 students (75%) were still below

standard. The average grade of the class was far from expectations. This condition shows that there are problems in the learning process that need to be overcome through teaching strategy innovation.

Weaknesses in learning outcomes can be caused by various factors, including conventional learning methods, low student motivation to learn, and lack of active involvement of students in the learning process. As emphasized by Sardiman (2018), learning outcomes are greatly influenced by the interaction between teachers, students, materials, and the learning environment. If learning is only teacher-centered and there is minimal student involvement, then the results achieved tend to be low. This is what students in class V-A experienced at the beginning of the study.

The urgency of this research is even stronger considering that Ramadan fasting material is one of the pillars in the worship education of elementary school-age children. According to Zuhairini (2015), PAI learning in elementary school is not just about knowledge transfer, but also about fostering religious attitudes and skills in carrying out worship. If students do not understand the concept of fasting correctly from an early age, then they will have difficulty internalizing Islamic values in their daily lives. Therefore, improving learning outcomes in this material is very important and urgent.

In an effort to improve learning, teachers need to adopt innovative learning models, one of which is Problem Based Learning (PBL). This model places real problems as the starting point of learning, encouraging students to think critically, discuss, and find solutions together (Hmelo-Silver, 2004). With PBL, students do not just receive information, but actively build knowledge through interaction and problem-solving. This is in accordance with the characteristics of elementary school students who learn more effectively through direct experience and group discussions (Slavin, 2015).

PBL is also in line with Vygotsky's (1978) constructivist theory which emphasizes the importance of the role of social interaction and scaffolding in learning. In the context of fasting material, teachers can present problems related to daily worship practices, such as how to carry out fasting correctly, the wisdom contained in it, and the challenges faced by children when fasting. Through group discussions, students learn to understand the meaning of fasting while improving academic skills in PAI subjects.

A number of previous studies have also shown the effectiveness of PBL in PAI learning. For example, research by Fitria (2019) proves that the application of PBL can improve student learning outcomes and activeness in fiqh materials in elementary schools. Another study by Hasanah (2020) found that PBL encourages the growth of students' critical thinking skills and curiosity in religious learning. This is strengthened by the findings of Rohman (2018) that PBL is able to increase learning motivation because students feel that learning is more contextual with their lives. The research gap that is the basis of this research is the lack of studies on the application of special PBL in Ramadan fasting materials at the elementary school level, especially in the Aceh Besar area. In fact, this material is very contextual with the lives of students who carry out fasting every year. Therefore, this research is not only theoretically relevant, but also makes a practical contribution for teachers in developing learning strategies that suit local needs.

The purpose of this study is to describe the initial condition of student learning outcomes in Ramadan fasting materials, explain the process of implementing PBL in improving learning outcomes, and prove the effectiveness of this model in achieving learning completeness. Furthermore, this research is expected to contribute ideas to the development of PAI learning practices, as well as become a reference for teachers in overcoming similar problems in other elementary schools. Thus, this research is important to conduct because it touches on two aspects at once: the improvement of learning practices in the classroom and the contribution of academics to the development of innovative learning models. Through the application of PBL, it is hoped that students will not only be able to understand fasting material cognitively, but also internalize their values in daily life.

METHODS

This research is a classroom action research that aims to improve and improve student learning outcomes on fasting comprehension material in the month of Ramadan through the application of the Problem Based Learning (PBL) model. The PTK approach was chosen because of its reflective and practical characteristics: the teacher as the action actor identifies learning problems, plans actions, implements interventions, observes the results, and then reflects and improves the actions in the next cycle until the expected improvements are achieved. This cyclic design is in line with the principles of PTK as stated by Kemmis and McTaggart and is widely described in the literature on the PTK method (Kemmis & McTaggart, 1988; Arikunto, 2010).

The research was carried out in class V-A SD Negeri Lamsayuen, Ingin Jaya District, Aceh Besar Regency, in the 2024/2025 school year. The research subjects were all students in grades V-A, so the researcher used a total sampling approach to observe the development of each student as a whole. Based on the PTK document which is the primary data source of this study, the number of subjects is 21 students and the research activities are carried out in two cycles of action after pre-action measurement. Quantitative and qualitative data are collected in an integrated manner to obtain a comprehensive picture of changes in learning outcomes and learning processes during the course of action.

Action planning begins with the preparation of learning tools consisting of a Learning Implementation Plan (RPP) based on PBL syntax, observation instruments to assess students' activeness and skills, interview guidelines to reveal students' learning experiences and obstacles, and formative tests to measure achievement of material mastery. The lesson plan is prepared by paying attention to the learning objectives of PAI on fasting materials, achievement indicators, time allocation, as well as relevant sources and media for grade V students.

The implementation of actions follows the stages of planning, action, observation, and reflection. At the action stage, teachers apply the PBL model according to the lesson plan that has been prepared, namely orienting students to contextual problems related to fasting, organizing group learning activities, guiding independent and group investigations, facilitating the preparation of results, and mediating final reflection. The teacher acts as a facilitator who leads discussions, provides guiding questions, and organizes the group workflow so that each student is actively involved. All learning activities and classroom interactions were documented through field records and photos of activities for data triangulation purposes.

Data collection techniques include classroom observation, learning outcome tests (formative tests), structured/semi-structured interviews, and documentation. Observations were carried out by independent researchers and observers using observation sheets that contained indicators of activeness, ability to answer questions, courage to perform, and skills to understand the material. Formative tests are given at the pre-cycle, end of cycle I, and end of cycle II to monitor the development of students' cognitive abilities related to the concept of fasting. Interviews were conducted with selected students and teachers to explore perceptions, difficulties, and learning experiences during the implementation of PBL. Documentation includes photos of activities, student work results, and reflective notes of teachers. This combination of techniques is intended to enrich the data and increase the validity of the findings through triangulation of methods and data sources (Denzin, 1978; Miles & Huberman, 1994).

The research instrument is developed based on operational indicators that are relevant to the research objectives. The observation sheet is designed to record the affective and psychomotor aspects of learning, while the formative test focuses on the cognitive aspects of understanding fasting material (understanding, harmony, conditions, and things that cancel fasting). The interview guidelines contain open-ended questions that lead respondents to outline their learning experiences and perceived barriers. All instruments were tested simply (face validity) and revised based on the supervisor's input

to be more in line with the context of class V of elementary school. Data analysis was carried out by a combination of descriptive quantitative and narrative qualitative analysis.

Quantitative data in the form of formative test scores were analyzed to calculate the average class and percentage of students who achieved completeness according to the Minimum Completeness Criteria (KKM) applicable in schools. The percentage of completeness is calculated for each measurement stage so that it is able to show an increasing trend from pre-cycle to each action cycle (Sugiyono, 2015). Qualitative analysis is carried out through the process of data reduction, data display, and conclusion drawing to interpret changes in learning behavior, group discussion dynamics, and factors that support or hinder the implementation of PBL (Miles & Huberman, 1994; Moleong, 2010).

To ensure the validity and reliability of the data, the researcher applied several validation techniques. First, triangulation of the method by combining observation, tests, interviews, and documentation. Second, triangulation of sources by comparing information from students, teachers, and observers. Third, peer debriefing and discussion of results with academic advisors and observers at school to check the consistency of data interpretation. Fourth, transparency of the analysis process through the storage of instrument documents, observation sheets, and interview transcripts as empirical evidence that can be reviewed (Denzin, 1978; Arikunto, 2010).

Research ethics received attention by asking for research permission from the school and the consent of the class teacher. Student identities are treated privately in the presentation of data, and the implementation of actions is regulated so as not to interfere with school activities in general. All actions are carried out by considering the welfare of students and the character of the material that is religious, so that the delivery of material is adjusted to local norms and context according to the direction of the supervisor. In summary, this research method combines the cyclical PTK framework with multiple data collection techniques and combined analysis to provide a complete picture of the effect of PBL implementation on the learning outcomes of fasting materials. The implementation of analytical actions, instruments, and procedures is made so that the findings obtained are valid, accountable, and relevant to PAI learning practices in the context of elementary schools in Aceh.

RESULTS

The results of this study are presented based on the stages of implementing Class Action Research (PTK), which consist of the initial conditions of the pre-cycle, the results of cycle I, and the results of cycle II. Data analysis was carried out by describing the development of student learning outcomes and changes in learning behavior observed during the learning process with the Problem Based Learning (PBL) model. In the pre-cycle stage, the researcher first identified the students' initial ability in fasting material in the month of Ramadan. Out of a total of 21 students, only 5 people or around 25% were able to achieve the Minimum Completeness Criteria (KKM), while 16 students or 75% had not reached the standard. These results show a low understanding of students on the basic concept of fasting. The average grade point is also still far below the minimum completeness, so more effective learning actions are needed.

From observation, the weakness of students mainly lies in understanding the legal requirements of fasting, things that cancel the fast, and the wisdom of Ramadan worship. Some students lack focus, get bored easily, and tend to be passive when learning takes place with conventional methods. This condition is in accordance with Sardiman's (2018) view that low motivation and student involvement can have a direct impact on learning outcomes. Therefore, learning interventions with a more interactive approach are becoming very urgent. After the PBL model was applied in cycle I, student learning outcomes showed an improvement. Of the 21 students, as many as 11 students (50%) managed to achieve the KKM, while 10 students (50%) are still incomplete. The average

grade point average increased to 68.09, although not all students showed the expected achievements.

Qualitatively, observations show positive changes in student behavior. They began to dare to ask questions, were more active in discussing, and looked more enthusiastic about participating in learning. Students who were previously passive began to show interest in group activities. However, there are still a number of obstacles, for example, some students are not used to working together in groups and some are still awkward to express their opinions. This is in line with Hmelo-Silver's (2004) statement that the implementation of PBL requires an adaptation process because students have to adapt to new learning patterns that demand active involvement.

Teachers in cycle I play the role of facilitators, guiding students to identify contextual problems related to fasting, then organizing group discussions. Although there has been an improvement, there are still some weaknesses in class management, especially in dividing roles between group members. This reflection becomes the basis for improving strategies in the next cycle, for example by providing clearer direction about group assignments, using more varied learning media, and encouraging students to convey the results of the discussion with confidence.

Improvements in learning strategies were carried out in cycle II, including by preparing more varied readings and cases, strengthening the division of tasks in groups, and expanding opportunities for students to present the results of discussions. In addition, teachers provide reinforcement in the form of motivation, appreciation, and more intensive guidance so that each student feels involved. The results of cycle II showed a very significant improvement. A total of 20 students (95%) achieved KKM, with an average class of 92.14. Only 1 student has not reached completion. This achievement shows that almost all students have mastered the material well. Changes in behavior are also evident, students are more confident, actively participate in discussions, and are able to relate fasting materials to daily experiences.

This achievement proves that PBL is effective in improving learning outcomes while building students' religious attitudes. This is consistent with Fitria's (2019) research which found that the application of PBL to fiqh materials improves critical thinking skills as well as concept understanding. Similar findings were also put forward by Hasanah (2020), that PBL is able to create an active learning atmosphere that fosters student motivation and involvement. When compared, the results of the study show an increasing trend from pre-cycle to cycle I and finally to cycle II. In the pre-cycle, only 25% of students complete. Cycle I increased to 50%, although there are still half of the students who have not reached the KKM. However, in cycle II, completeness jumped dramatically to 95%, showing the success of the PBL model in helping students understand the material.

In addition to the quantitative aspect, qualitative analysis also strengthens the findings. Students' activeness increases from cycle to cycle, the courage to appear in front of the class is higher, and students begin to get used to working together in groups. This is in line with Slavin's (2015) view that problem-based learning and group work can improve students' social understanding and cooperation. Thus, the results of this study not only prove that PBL is able to improve academic achievement, but also supports the development of students' social skills and religious attitudes. PBL helps students learn meaningfully because the material learned is connected to the real-life context, namely the fasting that they carry out every year.

DISCUSSION

The results of the study showed a significant increase in the learning outcomes of students in class V-A SDN Lamsayuen on fasting material in the month of Ramadan through the application of the Problem Based Learning (PBL) model. This discussion is focused on analyzing the results of each cycle, related to educational theory, previous research findings, and implications for Islamic Religious Education (PAI) learning. The initial pre-

cycle condition showed that only 5 students (25%) out of a total of 21 students achieved the Minimum Completeness Criteria (KKM), while 16 students (75%) had not completed it. This indicates that most students have difficulty understanding fasting material, both from a cognitive perspective and the application of concepts in daily life. Field observations also showed low motivation to learn, lack of participation in classroom activities, and students' tendency to be passive.

This low pre-cycle achievement can be explained by the theory of learning motivation. According to Sardiman (2018), the success of learning is greatly influenced by students' intrinsic and extrinsic motivations. If motivation is low, learning outcomes tend to be stagnant. In addition, the learning methods used before are still conventional, teacher-centered, and do not provide space for students to actively participate. In this context, learning that emphasizes lectures makes students quickly bored and difficult to build deep understanding. These findings are consistent with research by Wena (2014) which confirms that the use of traditional learning methods in the long term can reduce student interest and engagement. Therefore, innovative strategies are needed that are able to arouse interest while facilitating student activity.

The implementation of PBL in the first cycle resulted in an increase in completeness to 11 students (50%) with an average class of 68.09. Although half of the students have not yet reached the KKM, this achievement shows a positive development compared to the pre-cycle. Students begin to show the courage to ask questions, engage in discussions, and read texts with more confidence. This increase can be explained through Vygotsky's (1978) theory of social constructivism, which states that social interaction plays an important role in building knowledge. Through group discussions, students exchange ideas and experiences so that understanding becomes more meaningful. The teacher in this case acts as a facilitator who provides scaffolding for students to reach the proximal development zone.

However, the obstacles that still arise include students who are not used to working in groups, lack of cooperation, and awkwardness when expressing opinions. This is in accordance with the results of Hmelo-Silver's (2004) research that PBL requires time to adapt because students need to get used to new learning patterns that require active involvement. Reflections from cycle I were then used as a basis for improvement, including the use of more varied teaching materials, a clearer division of roles in groups, and increased motivation through positive reinforcement. This improvement in strategy plays a major role in the significant increase in cycle II.

In cycle II, student learning outcomes increased sharply. A total of 20 students (95%) achieved KKM with an average class of 92.14. This achievement is close to complete completeness and demonstrates the effectiveness of the implementation of PBL. Students look more enthusiastic, actively participate, and are able to relate fasting material to daily life. Positive behavior changes are also evident, where students are more confident and brave to express their opinions in front of the class. These results support the research of Fitria (2019) who found that PBL can improve critical thinking skills and concept understanding in fiqh learning. The same thing was also reported by Hasanah (2020) who showed that PBL is effective in increasing students' learning motivation and analytical abilities in religious learning. This study emphasizes that the success of PBL does not only apply to general contexts, but is also effectively applied to specific materials such as Ramadan fasting.

The improvement of learning outcomes can also be explained through Ausubel's (1968) theory of meaningful learning. According to him, learning will be more effective if new information is associated with existing knowledge structures. In PBL, students are faced with real issues surrounding fasting that are close to their experiences, making it easier to integrate new knowledge with personal experience. The success of PBL in this study provides important implications for PAI learning in elementary schools. First, PBL has been proven to be able to improve students' conceptual understanding of fasting, as

well as foster learning motivation. This is in line with the goal of PAI which not only teaches knowledge, but also instills religious values and worship skills (Zuhairini, 2015).

Second, PBL encourages the development of students' social skills. Through group discussions, students learn to work together, respect the opinions of others, and develop communication skills. This supports the view of Slavin (2015) that cooperative learning within the framework of PBL not only improves academic outcomes, but also social skills that are indispensable in primary schools. Third, the implementation of PBL contributes to the development of teacher competence. Teachers are required to be more creative in designing problems, managing discussions, and providing direction. The reflection process in each cycle also helps teachers improve the quality of teaching. As emphasized by Arikunto (2010), PTK not only aims to improve student learning outcomes, but also the professional competence of teachers.

The results of this study are in line with Rohman's (2018) research which shows that PBL increases students' motivation and learning outcomes in religious learning. Similarly, research by Nengsih (2017) proves that PBL is effective in improving elementary school students' reading comprehension skills. The similarity of these findings confirms that PBL can be applied across subjects and has a positive impact on learning outcomes. However, this study also shows challenges that need to be noted. In the first cycle, there are still many students who have not completed it, showing that PBL is not necessarily successful without adaptation and reflection. The new success was achieved after the improvement of the strategy was carried out in cycle II. This supports the action cycle theory in PTK, where success is achieved through reflective processes and continuous improvement (Kemmis & McTaggart, 1988).

CONCLUSION

The results of the class action research held in grade V of SDN Lamsayuen in the 2024/2025 school year were concluded as follows. By using the Problem Based Learning learning model, the value of PAI learning outcomes of the subject matter of understanding fasting in the month of Ramadan can be improved. This is evidenced by the data that will be presented as follows. From this study, data on the pre-cycle of activity was only 55.71%, in the first cycle it was 68.09% while in the second cycle it reached 92.14%. From pre-cycle to cycle I increased by 14% and cycle I to cycle II student activity increased by 25%. The value of student learning outcomes has also increased. The pre-cycle test found that the data on children who passed the KKM was only 5 people out of a total of 21 students or 25%. In the first cycle, the number of students who graduated increased by 50% to 11 people out of a total of 21 students. And in the second cycle, the percentage of students who passed the KKM reached 95% to 20 people out of a total of 21 students. These are the conclusions that the researcher got from this study. Thus, the use of the Problem Based Learning learning model in learning activities for fasting comprehension materials in the month of Ramadan in grades V-A SDN Lamsayuen, Ingin Jaya District, Aceh Besar Regency for the 2024/2025 school year can increase the value of student learning outcomes.

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