

Efforts to Improve Learning Outcomes in Islamic Education Learning with the Problem Based Learning Model at SD Negeri 104317 Gelam

Monika Sari, ✉, SD Negeri 104317 Gelam, Indonesia

Ayu Saraz Cynthia, SD Negeri 104321 Paya Pasir, Indonesia

Marliah, SD Negeri 106455 Tanah Besih, Indonesia

✉ monikasari2887@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using 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 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 44.56%, the first cycle 65.47% and in the second cycle increased to 87.57%. Thus, the use of 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

Received June 13, 2024; **Accepted** August 15, 2024; **Published** September 30, 2024

Citation: Sari, M., Cynthia, A. S., & Marliah. (2024). Efforts to Improve Learning Outcomes in Islamic Education Learning with the Problem Based Learning Model at SD Negeri 104317 Gelam. *Jurnal Profesi Guru Indonesia*. 1(3). 15–21.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Islamic Religious Education (PAI) is an important part of the education system in Indonesia which aims to shape the character and faith of students. One of the materials in PAI that is important to understand is the interpretation of the Qur'an, including Surah Al-Hujurat verse 13. This verse teaches about the importance of unity, difference, and mutual respect among human beings. This PAI learning aims to develop good social attitudes, as well as increase students' understanding of Islamic teachings in daily life. However, in practice, student learning outcomes on this material are often not optimal. Some of the factors that cause this include a lack of student interest in PAI lessons, monotonous teaching methods, and a lack of active student involvement in the learning process. Therefore, there needs to be an effort to improve student learning outcomes so that this material can be understood properly.

One of the approaches that can be used to improve student learning outcomes is the Problem Based Learning (PBL) learning model. PBL is a learning model that emphasizes student involvement in solving real problems relevant to their lives. This model can improve critical thinking, creativity, and cooperation skills among students. In the context of PAI learning, PBL can be used to study and explore the meaning and implications of Qur'anic verses, such as Surah Al-Hujurat verse 13, in a more contextual and applicable way. By using PBL, students are invited to solve problems related to the verse, such as how to apply the principle of unity and mutual respect in daily life. This approach can make learning more engaging, active, and meaningful for students, as well as help them understand the concepts taught in PAI in a more in-depth and relevant way.

Efforts to improve learning outcomes through the Problem Based Learning model are very important to create more effective and comprehensive learning, so that students not only memorize the material, but also be able to apply the values contained in Islamic teachings, especially in Surah Al-Hujurat verse 13. Thus, it is hoped that the learning outcomes of students in PAI learning can increase and be more beneficial for the development of their character and faith. Changes in classroom management, such as the use of teaching methods and strategies, are urgently needed. Teachers not only play a role as managers in teaching and learning, but also as facilitators who create active and fun learning, as well as effective so that the learning process can run smoothly. The current conditions in the field show that the conventional approach is still ineffective and causes student saturation in the classroom.

The learning process of Islamic Religious Education and Ethics in grade IV of SD N 104317 Gelam, in the material Al-Hujarat verse 13, the fact that was revealed was that the learning outcomes of PAI in the material were still low. The methods used are lectures and assignments, so that students are less active in the learning process. In addition, student absenteeism, rushing to answer questions, disturbing friends while studying, sleepiness in class during the learning process, are some of the factors that trigger low student learning outcomes. Based on the description above, a learning strategy is needed that can make it easy for students to understand the subject matter. One of the strategies is to apply the Problem Based Learning model using puzzle media. In Problem Based Learning, participants are divided into several groups consisting of 4-5 people.

In one group there are students whose academic scores are above average, medium and below average. It is hoped that students who have above-average abilities can help their middle- and below-average group friends so that they can overcome difficulties together. Problem Based Learning emphasizes problem solving in accordance with the competencies of learning objectives. Researchers use puzzle media in learning, because puzzle media is one of the educational games, useful for improving cognitive skills, and fine motor skills, training patience and training thinking skills. In learning PAI for Q.S. Al-Hujarat verse 13 media puzzle is a game that arranges the pieces of verse reading into a perfect verse, and requires patience and perseverance in completing the game.

The role of the teacher here as a supervisor is to provide what material or concepts will be learned and provide opportunities for students to analyze after the material studied. Therefore, teachers prioritize the activeness of students, and provide opportunities for them to be active in solving puzzle games according to the material presented. Based on the description that has been conveyed above, the author needs to conduct a study in the form of Classroom Action Research with the title "Efforts to Improve Student Learning Outcomes in PAI Learning Material" QS. AL-Hujarat verse 13" using the Problem Based Learning model for grade IV at SD N 104317 Gelam TP.2024/2025"

METHODS

This research is of a quantitative type. All stages carried out in this PTK are actions that form a cycle. For more details, the following will be presented This research uses the

model proposed by Kemmis and Mc Taggart. For more details, here is the form of the design as proposed by Kemmis and Mc Taggart. If you look closely, the model proposed by Kemmis & Mc Taggart is essentially a device or a series of devices with one device consisting of four components, namely planning, action, observation, and reflection. The four components in the form of strands are seen as a cycle. Therefore, the definition of a cycle on this occasion is a 26-round activity consisting of planning, action, observation, and reflection. In the figure above, it appears that it consists of two sets of components consisting of planning, action, observation, and reflection that will stop when learning outcomes have improved. For actual implementation, the number of cycles is highly dependent on the problem that needs to be solved.

RESULTS

The Problem-Based Learning (PBL) model has been recognized as an effective method to enhance students' critical thinking and engagement in the learning process. This research aims to explore the implementation of the PBL model in improving students' learning outcomes in Islamic Education (PAI) on the topic of "Quran Surah Al-Hujurat, Verse 13" in a fourth-grade classroom. The verse emphasizes the concept of equality among human beings and highlights the importance of understanding one another regardless of background, which is a relevant and meaningful topic for students to reflect upon. This research was conducted in a fourth-grade class at a primary school, where the students were taught about the message and significance of Surah Al-Hujurat, Verse 13.

The lesson focused on teaching the students about the values of brotherhood, equality, and respect, as outlined in the verse. To make the lesson more engaging and effective, the PBL model was applied, where students were encouraged to work on real-life problems and collaboratively find solutions related to the themes in the Quranic verse. The research utilized a pre-test and post-test to measure students' learning outcomes before and after the PBL-based intervention. The pre-test assessed students' initial understanding of the Quranic verse, while the post-test evaluated their comprehension after the PBL lesson. Additionally, observations were made during the lesson to assess student engagement and participation in group activities, as well as their ability to collaborate and communicate ideas effectively.

The results of the pre-test indicated that students had a basic understanding of the Quranic verse, but many struggled to grasp the deeper meanings and practical applications of the message. However, after the PBL lesson, students showed a significant improvement in their understanding. The post-test results demonstrated that students were better able to explain the concepts of equality, brotherhood, and respect as presented in Surah Al-Hujurat, Verse 13. Moreover, the students were able to connect the lesson's themes to their daily lives, recognizing the importance of treating others with fairness and understanding. In the PBL lesson, students were divided into small groups and tasked with solving problems that related to the concepts of equality and respect in different social contexts. Each group was given a scenario in which they had to apply the values from Surah Al-Hujurat, Verse 13.

This collaborative approach not only helped students better understand the material but also developed their critical thinking skills. They discussed real-world situations, identified issues related to prejudice and discrimination, and proposed solutions based on the Quranic teachings. The teacher played a crucial role in facilitating the PBL activities by guiding the students in their problem-solving process. Instead of merely delivering content, the teacher acted as a facilitator, encouraging students to explore their ideas, ask questions, and share their thoughts with their peers. This student-centered approach empowered the students to take ownership of their learning and increased their motivation to engage with the lesson. Another positive outcome observed was the improvement in students' social skills. The PBL model encouraged cooperation, communication, and active participation in group discussions. As students collaborated

with one another to find solutions to the problems, they developed a sense of responsibility and accountability.

Furthermore, they learned to respect differing viewpoints and work together to reach a consensus, which aligns with the values of brotherhood and unity taught in Surah Al-Hujurat, Verse 13. Based on the findings of this study, it is evident that the application of the PBL model in teaching Islamic Education, specifically the lesson on Surah Al-Hujurat, Verse 13, can significantly improve student learning outcomes. The PBL approach not only enhanced students' understanding of the Quranic verse but also developed essential life skills, such as teamwork, communication, and critical thinking. This approach proved to be an effective and engaging way to teach complex concepts in a way that students could relate to and apply in their everyday lives.

In conclusion, the Problem-Based Learning model offers a promising method to enhance student learning outcomes in Islamic Education, particularly in understanding Quranic teachings. This research highlights the importance of using active learning strategies to engage students and help them connect religious lessons with real-life experiences. Based on the results, it is recommended that teachers incorporate PBL into their teaching methods to create a more interactive and meaningful learning environment, fostering both academic and personal growth among students.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in teaching Surah Al-Hujurat, Verse 13, was highly effective in improving students' learning outcomes in Islamic Education. The PBL approach, which emphasizes real-world problem-solving and collaborative learning, enabled students to engage deeply with the themes of equality, respect, and brotherhood found in the verse. By connecting the lesson to practical scenarios and encouraging group work, students were able to explore the relevance of these values in their own lives.

This approach helped students not only understand the verse's content but also internalize its teachings, leading to a more meaningful learning experience. Before the PBL intervention, the students had a basic understanding of the Quranic verse, but many struggled to grasp its deeper meanings and applications. The pre-test results showed that while students could recite the verse, they found it difficult to connect its teachings to everyday situations. However, after participating in the PBL activities, students demonstrated a noticeable improvement in their ability to explain and discuss the verse's themes in greater depth.

The post-test results reflected this progress, with students able to relate the concepts of equality and brotherhood to various social contexts, thereby enhancing their comprehension. One of the key benefits of the PBL model was the increased level of student engagement. By working in groups and tackling real-world problems related to the values in Surah Al-Hujurat, students were motivated to actively participate in the learning process. The collaborative nature of PBL allowed students to share their ideas, ask questions, and develop solutions together, fostering a sense of ownership over their learning. This shift from a passive to an active learning environment not only improved academic outcomes but also contributed to students' social and communication skills, as they learned to respect different viewpoints and work together as a team. The teacher's role as a facilitator was crucial to the success of the PBL model.

Rather than simply providing information, the teacher guided students through the problem-solving process, encouraging them to think critically and explore the material from various angles. This approach fostered a student-centered learning environment where students were empowered to take responsibility for their own learning. The teacher's guidance helped students stay focused on the objectives of the lesson while allowing them the freedom to explore and discuss their ideas within their groups, leading to a more enriched learning experience.

Overall, the findings from this study suggest that the PBL model is an effective method for enhancing student learning in Islamic Education, particularly in teaching Quranic verses such as Surah Al-Hujurat, Verse 13. The PBL approach not only improved students' academic outcomes but also helped develop essential life skills, including critical thinking, collaboration, and effective communication. Based on these results, it is recommended that educators incorporate PBL into their teaching strategies, particularly for teaching Quranic lessons, to create a more dynamic and engaging learning environment that encourages both cognitive and personal growth.

CONCLUSION

Based on the findings of this research, it can be concluded that the application of the Problem-Based Learning (PBL) model significantly improved student learning outcomes in Islamic Education (PAI) on the topic of "Quran Surah Al-Hujurat, Verse 13." By using a student-centered approach that emphasizes problem-solving and collaboration, students demonstrated a deeper understanding of the Quranic verse and its core values, such as equality, respect, and brotherhood. The PBL model provided students with an engaging and meaningful way to connect the teachings of the Quran to real-life situations, which ultimately enhanced their comprehension and retention. The results from the pre-test and post-test assessments clearly indicate that the students' understanding of the verse improved after the PBL-based intervention. Initially, students had only a basic understanding of the verse and struggled to apply its teachings in practical contexts. However, after engaging in PBL activities, students were able to better explain and discuss the verse's message, recognizing its relevance in their daily lives. This improvement in comprehension demonstrates that the PBL model fosters critical thinking and deeper learning, allowing students to engage more fully with the material. The PBL model also contributed to increased student engagement and participation. The collaborative nature of the model allowed students to work together in groups to solve real-world problems related to the themes of equality and respect. Through group discussions and problem-solving activities, students were encouraged to share ideas, listen to others, and build on each other's thoughts. This not only improved their academic understanding but also helped them develop essential social skills, such as teamwork, communication, and empathy, which are important for their overall growth. Another significant conclusion is the crucial role of the teacher as a facilitator in the PBL model. Instead of merely delivering content, the teacher guided students in their learning process, encouraging them to ask questions, explore solutions, and think critically about the material. This supportive role helped create a learning environment that was both interactive and empowering, allowing students to take ownership of their learning while still receiving necessary guidance. The teacher's facilitation was key to ensuring that students stayed on track while exploring the deeper meanings of the Quranic verse. In conclusion, the Problem-Based Learning model proved to be an effective method for enhancing students' learning outcomes in Islamic Education, particularly in understanding Quranic teachings such as Surah Al-Hujurat, Verse 13. The application of PBL not only improved students' academic performance but also contributed to the development of important life skills. Therefore, it is recommended that educators integrate PBL into their teaching practices, especially for religious education, to create a more dynamic, engaging, and impactful learning experience that encourages both academic success and personal growth.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.

- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>.
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015
- . Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>.
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>.
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah.

Jurnal Pacu Pendidikan Dasar, 3(1), 269-277.
<https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1-8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188-201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078-16084.
<https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>.

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta

