#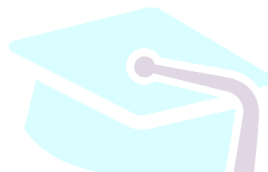 Improving the Learning Outcomes of Fifth Grade Students in Islamic Education Learning Using the Problem Based Learning Model at SD Negeri 11 Kapujan

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Abstract: This study aims to improve Islamic education learning in Islamic religious education learning by 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 of 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 problem based learning model can improve Islamic education learning 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 49.71%, the first cycle 68.39% and in the second cycle increased to 90.16%. 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 educations.

INTRODUCTION

The low learning outcomes of students in grade 4 at SDN 11 Kapujan, particularly in the topic of Faith in the Prophets of Allah, are linked to the insufficient use of effective learning models. Traditional teaching methods such as lectures have not been sufficient to engage students or ensure effective understanding of the material. This has led to passive learning behavior among students, where they show little interaction with the lessons and often fail to grasp the key concepts being taught. As a result, there is a clear need for a more engaging and interactive approach to improve students' academic performance and understanding. In response to this issue, the author decided to implement the Problem-Based Learning (PBL) model, which encourages active student participation and problem-solving. PBL is a student-centered pedagogy that challenges students to learn through the process of solving complex, real-world problems.

applying this method, the author aimed to foster critical thinking, collaboration, and active learning, which would ultimately enhance the students' understanding of the topic of Faith in the Prophets of Allah. Classroom Action Research was chosen as the methodology for this study because it allows for a reflective approach to improving

teaching practices. The research was conducted in three cycles—pre-cycle, Cycle I, and Cycle II allowing for continuous adjustments and improvements in teaching strategies. This approach also enables the researcher to observe and analyze the direct impact of the PBL method on students' learning outcomes. Through observations, tests, and documentation, the researcher was able to gather valuable data on student engagement, motivation, and academic performance. In the pre-cycle phase, it was observed that many students were disengaged during lessons. They often seemed disinterested, distracted, and struggled to retain the material presented by the teacher. Some students appeared bored, while others were sleepy or lacked focus. These observations highlighted the need for a more interactive and engaging teaching method to enhance student motivation and learning outcomes. The lack of active involvement from students in the learning process was a clear sign that traditional teaching methods were insufficient for the topic at hand.

With the introduction of Problem-Based Learning in Cycle I, the students were encouraged to actively engage in solving problems related to Faith in the Prophets of Allah. The learning process was structured around real-world scenarios that required students to apply their knowledge and work together in small groups to find solutions. This hands-on, collaborative approach immediately sparked more interest and motivation among students. They became more involved in discussions, shared ideas, and asked more questions. This shift in behavior was a clear indicator that the PBL model was having a positive impact on student engagement and learning. By the time Cycle II began, there was further evidence of improvement.

Students showed increased participation, greater enthusiasm for learning, and a deeper understanding of the material. The observations during this cycle revealed that students were more focused and actively engaged during lessons. They were more willing to ask questions, offer answers, and collaborate with their peers. The overall classroom atmosphere became more dynamic, with students taking a more proactive role in their own learning. The formative test results from Cycle I and Cycle II also demonstrated significant improvement. In Cycle I, students' test scores increased by 15%, indicating a noticeable enhancement in their understanding of the topic. The improvement continued in Cycle II, with an additional 1% increase, reflecting the ongoing impact of the PBL model on student learning. These results confirmed that the Problem-Based Learning method was effective in improving students' comprehension of Faith in the Prophets of Allah. Throughout the study, the role of the teacher was pivotal in guiding students through the PBL process. Instead of merely delivering content, the teacher acted as a facilitator, encouraging students to think critically and collaboratively. The teacher's ability to ask thought-provoking questions, provide feedback, and offer guidance helped students deepen their understanding of the material. This shift in the teacher's role from lecturer to facilitator was one of the key factors that contributed to the success of the PBL method. The success of this study highlights the importance of using interactive and student-centered teaching methods in enhancing learning outcomes. Traditional methods of teaching, while still valuable in some contexts, may not always be sufficient in engaging students or fostering a deep understanding of complex topics. Problem-Based Learning provides an alternative approach that not only increases student engagement but also helps students develop critical thinking and problem-solving skills that are essential for success in the real world. Based on the results of this study, it is recommended that schools adopt more student-centered learning models, such as Problem-Based Learning,

to improve both student engagement and academic performance. By incorporating such methods into the curriculum, educators can create a more dynamic and interactive learning environment that encourages students to take ownership of their education. The benefits of this approach extend beyond just academic achievement, as it also helps students develop important life skills such as collaboration, communication, and critical thinking. In conclusion, the use of Problem-Based Learning in teaching the topic of Faith in the Prophets of Allah at State Elementary School 11 Kapujan has proven to be a highly effective method for improving student learning outcomes. This research has shown that

PBL not only enhances students' understanding of the material but also motivates them to become more active and engaged learners. The positive results observed in this study suggest that Problem-Based Learning can be a valuable tool for educators seeking to improve student engagement and academic success.

METHODS

he type of research used is classroom action research, titled "Improving the Learning Outcomes of Grade V Students on the Topic of Faith in the Afterlife Using the Problem-Based Learning Method at State Elementary School 11 Kapujan." This research was conducted over two cycles, each consisting of several main stages, including planning, action, observation, and reflection. The cycles were repeated until the learning issues were sufficiently addressed, and the expected results were achieved. In this research, a classroom action approach was applied to improve the learning outcomes of grade V students on the topic of Faith in the Afterlife using the PBL method. The variables in this study are as follows: The independent variable in this classroom action research is the Small Group Discussion method with the Problem-Based Learning (PBL) model, while the dependent variable is the success of the students' learning on the topic of Faith in the Afterlife. The population and sample of the study included the grade V students of State Elementary School 11 Kapujan. The population comprised all the grade V students of State Elementary School 11 Kapujan, totaling 15 students. The sample for the study was drawn from the same group of grade V students. The type and source of data collected in this study are as follows: The type of data used in this classroom action research is primary data, which is obtained directly from the primary data sources (informants), or information gathered directly from the object or subject of the research. The primary source of data in this research is the grade V students of State Elementary School 11 Kapujan. Data collection techniques include interviews, observations, questionnaires, tests, and documentation. The data analysis technique used in this study is descriptive analysis. Learning outcomes are analyzed using descriptive analysis by comparing the test scores between cycles with performance indicators. Observations and questionnaires are also analyzed descriptively based on observation and reflection. The model or design of this classroom action research follows the spiral model of Kemmis and McTaggart, consisting of planning, action, observation, and reflection.

The method applied in this study was based on the Problem-Based Learning State Elementary School model, which was selected to enhance the learning outcomes of grade 4 students at SDN 11 Kapujan, particularly in the topic of Faith in the Prophets of Allah. PBL is a student-centered approach to teaching where students learn by working on complex, real-world problems, rather than passively receiving information. The idea behind PBL is to engage students in active learning through exploration and problem-solving, which allows them to develop critical thinking, collaboration, and communication skills. This approach was chosen for its potential to increase student engagement and deepen their understanding of the material. The research was conducted in three cycles: the pre-cycle, Cycle I, and Cycle II. In the pre-cycle phase, the focus was on assessing the students' initial understanding of the topic and their engagement levels with the traditional teaching methods. The researcher observed that many students were passive during lessons, with a tendency to show disinterest or a lack of focus. This observation led to the decision to introduce PBL as a more interactive and engaging method of teaching. In Cycle I, the teacher introduced the PBL model by presenting a real-world problem related to the topic of Faith in the Prophets of Allah. The students were divided into small groups and asked to work together to explore the problem and come up with solutions. Each group was tasked with researching and discussing aspects of the topic, using various learning resources such as textbooks, internet materials, and teacher guidance. The teacher acted as a facilitator, providing support and prompting students to think critically about the material and collaborate with their peers.

Throughout Cycle I, students were encouraged to ask questions, explore the topic in-depth, and discuss their findings with the group. This collaborative learning environment allowed students to take ownership of their learning process and fostered a sense of responsibility for their work. The small group discussions also provided students with the opportunity to share ideas and learn from one another, which led to a richer understanding of the topic. As the students worked through the problem, they developed solutions based on their collective knowledge and understanding of the material. In Cycle II, the teacher continued to use the PBL model, building on the progress made in Cycle I. At this stage, the students had become more comfortable with the process and were more confident in their ability to work independently. The problems presented in Cycle II were more complex and required students to apply their knowledge to new situations. This challenge encouraged the students to think critically and engage with the material at a deeper level. Throughout both cycles, the researcher conducted regular observations to monitor the students' progress and participation. The observations focused on student engagement, motivation, and the quality of their work. It was observed that, as the cycles progressed, students became more active in discussions, more focused during lessons, and more enthusiastic about learning. The shift from passive to active learning was particularly evident in the way students approached problem-solving tasks and worked together to find solutions. The assessment of student learning in this study was done through formative tests, which were administered at the end of each cycle. These tests were designed to measure the students' understanding of the material covered during the cycles and assess their progress. The formative tests provided valuable feedback on the effectiveness of the PBL method and helped the researcher identify areas where further improvement was needed. In addition to formative tests, the researcher also collected data through student reflections and teacher feedback. Students were asked to reflect on their learning experiences at the end of each cycle, providing insights into their perceptions of the PBL method and how it affected their learning. Teacher feedback was also essential in evaluating the success of the PBL model, as it helped to identify strengths and weaknesses in the implementation of the method.

The teacher's role in this method was primarily that of a facilitator. Rather than delivering content directly, the teacher guided students through the problem-solving process by asking probing questions, encouraging discussion, and providing support as needed. This approach allowed the teacher to foster a learning environment where students felt empowered to take responsibility for their learning and collaborate with their peers. To ensure that the PBL method was implemented effectively, the teacher provided clear instructions and expectations for each group. The students were given specific guidelines on how to approach the problem and were provided with the necessary resources to conduct their research. The teacher also ensured that the groups worked collaboratively by assigning roles and responsibilities to each member, promoting equal participation and accountability.

The PBL method was further enhanced by the use of multimedia and other teaching resources. Videos, articles, and online resources were incorporated into the lessons to support the students' learning and provide them with additional perspectives on the topic. This use of varied resources helped to cater to different learning styles and ensured that all students had access to the information they needed to succeed. Throughout the cycles, the students were encouraged to present their findings to the class. Each group was asked to share their solutions and explain how they arrived at their conclusions. This not only allowed students to practice their communication skills but also gave them the opportunity to learn from their peers. The presentations fostered a sense of achievement and pride in the students, further motivating them to engage with the learning process. The PBL model also provided students with the opportunity to develop important life skills. In addition to improving their academic performance, students developed skills in teamwork, problem-solving, communication, and time management. These skills are essential for success both in school and in real-world situations, making PBL an invaluable

learning tool. As the study progressed, it became evident that the PBL method had a positive impact on student motivation and academic performance. The students were more engaged, participated actively in discussions, and demonstrated a deeper understanding of the topic.

The results from the formative tests showed significant improvement in student learning outcomes, with students' scores increasing from Cycle I to Cycle II. In conclusion, the Problem-Based Learning model proved to be an effective method for improving the learning outcomes of grade 4 students at SDN 11 Kapujan. By engaging students in real-world problem-solving tasks, PBL fostered a more interactive and student-centered learning environment. The results of this study suggest that PBL can be a powerful tool for improving both student engagement and academic performance, making it a valuable addition to teaching practices in schools.

RESULTS

The implementation of the Problem-Based Learning method in the classroom action research at State Elementary School 11 Kapujan yielded significant results in improving student learning outcomes. Initially, students exhibited low levels of engagement and understanding, particularly in the subject of Faith in the Afterlife. Many students were passive during lessons, and the traditional lecture-based teaching method seemed ineffective in capturing their attention. By incorporating PBL, students were given the opportunity to actively engage with the material, working collaboratively to solve problems and discuss real-world scenarios related to the topic. This approach encouraged students to think critically and deeply about the content, resulting in a more meaningful learning experience. Throughout the cycles, it became evident that the PBL model led to increased student motivation and participation. In Cycle I, students demonstrated a greater level of engagement compared to the pre-cycle, where they were largely disengaged. They became more focused during lessons, actively participating in group discussions and problem-solving activities. This shift from passive to active learning was one of the key successes of the PBL method, as students took more responsibility for their learning and began to show increased interest in the subject matter. The collaboration fostered by the small group discussions in PBL played a crucial role in enhancing students' understanding of the material. Working in groups allowed students to share ideas, clarify concepts, and learn from one another. This collaborative environment not only helped deepen their understanding of the topic but also improved their communication and teamwork skills. As students interacted with their peers, they were able to approach problems from different perspectives, which enriched their learning experience and led to more comprehensive solutions.

Additionally, the use of PBL contributed to the development of students' critical thinking skills. In contrast to traditional methods where students might memorize information, PBL encouraged them to analyze, evaluate, and synthesize information. Students were tasked with addressing complex problems, which required them to apply their knowledge in practical situations. This problem-solving approach helped students see the relevance of what they were learning and how it connected to real-life situations, making the learning process more engaging and applicable.

The formative assessments conducted at the end of each cycle showed a clear improvement in student performance. The comparison of test scores from the pre-cycle to Cycle 1 and Cycle 2 demonstrated a significant increase in students' understanding of the topic. This improvement in academic performance validated the effectiveness of the PBL method in enhancing students' learning outcomes. The data collected from observations and student reflections also indicated that students felt more confident in their ability to grasp the concepts and were more motivated to participate in the learning process.

DISCUSSION

As the research progressed, it became increasingly clear that PBL not only improved students' academic performance but also had a positive impact on their attitudes toward learning. The traditional lecture-based method often led to disengagement, especially in subjects that required deeper reflection, such as Faith in the Afterlife. However, the active learning approach inherent in PBL motivated students to take a more active role in their education. By working together to solve problems and explore the material in a hands-on manner, students felt a sense of ownership and responsibility for their learning, which led to increased enthusiasm for the subject.

Moreover, the shift in students' motivation was accompanied by an improvement in their social skills. Group discussions and collaborative problem-solving tasks required students to communicate effectively, negotiate ideas, and support one another's understanding. This collaborative aspect of PBL helped students build better interpersonal relationships within the classroom, fostering a sense of community and mutual support. The ability to work well with peers is an essential life skill, and PBL provided students with opportunities to practice and develop these skills in a meaningful context.

The PBL method also had a profound effect on students' ability to retain and apply knowledge. Unlike passive learning methods, where students may quickly forget what they have learned, PBL encourages deeper understanding and long-term retention of information. By engaging with the material in an interactive and practical way, students were able to make connections between the content and real-life experiences. This application of knowledge outside the classroom made the learning experience more relevant and engaging, reinforcing the importance of the subject matter in students' lives. Another benefit of PBL was the development of students' problem-solving abilities. Throughout the cycles, students were presented with increasingly complex problems that required them to apply their knowledge in creative ways. This approach helped students develop a deeper understanding of the material and taught them how to approach challenges systematically. The ability to break down complex problems into manageable parts and think critically about potential solutions is a skill that will serve students well beyond the classroom. The reflections provided by students also highlighted the positive impact of the PBL method. Many students expressed a greater sense of achievement and confidence in their abilities, particularly when they were able to successfully work through a problem as a group. The sense of accomplishment that came from solving a real-world problem and presenting their findings to the class was highly motivating for students. This reinforced the idea that learning can be enjoyable and rewarding when students are actively involved in the process. Despite the successes of the PBL method, there were challenges that needed to be addressed. One of the main challenges was managing group dynamics, as some students struggled to collaborate effectively. To overcome this, the teacher facilitated discussions on teamwork and communication skills, ensuring that all students had a clear role within their groups. Another challenge was ensuring that all students had equal access to the learning resources and opportunities to contribute. To address this, the teacher provided additional support to students who needed help and encouraged more quiet students to participate in group discussions.

CONCLUSION

Based on the learning activities conducted over three cycles and from the analysis and discussion of the results, it can be concluded that the use of the Small Group Discussion method combined with the Problem-Based Learning (PBL) model significantly improved learning outcomes. These outcomes included formative test results, student motivation, and active participation, with increases categorized as substantial and even maximal. Motivation levels improved by 23% from the Pre-Cycle to Cycle I and by an additional 4% in Cycle II. Observations of student engagement during the learning process showed a

26% increase from the Pre-Cycle to Cycle I, followed by a further 7% increase in Cycle II. Formative test scores also reflected improvement, with an average increase of 15% from the Pre-Cycle to Cycle I and a subsequent 1% increase in Cycle II. Learning activities in Islamic Religious Education (PAI), which have often relied on lecture-based methods, should be modified using alternative methods to make lessons more engaging and less monotonous. Such modifications would likely lead to better learning outcomes aligned with the intended educational goals. Considering the success of the Small Group Discussion method and the Problem-Based Learning model, these methods can be further developed alongside other innovative teaching strategies to enrich the learning experience. Continuous improvement in teaching practices is essential. As educators, we should strive to be more professional in fulfilling our duties, ensuring that we are accountable both in this world and in the hereafter.

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