

Improving Islamic Education Learning Outcomes Through Problem Based Learning Model at SLB Asih Putra Padang Panjang

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Abstract: This study aims to improve Islamic education learning in Islamic religious education learning by using the problem-based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of special schools. 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 the 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 45.71%, the first cycle 49.39% and in the second cycle it increased to 79.16%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning outcome, islamic education.

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INTRODUCTION

Education is essentially an effort to cultivate humans or humanize humans, education is very strategic to educate the life of the nation and is needed to improve the quality of the nation as a whole. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, the people of the nation and the State. The implementation of education in Indonesia is a national education system that is systematically regulated. National education functions to develop abilities and shape the character of a dignified national civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Syaiful bahri Djamarah 2000.71). According to Chaplin et al., "Education is the development of human potential or abilities as a whole, the implementation of which is carried out by teaching various knowledge and skills needed by humans themselves".

Meanwhile, Hasan Langgulung defines education as the development of latent and hidden potentials. (Hasan Langgulung, 1988, 3) The definition of education provides clear boundaries about education. Education is interpreted as a conscious effort that is planned in the context of creating a conducive learning and learning atmosphere in a conducive, systematic and directed manner in order to achieve the goals that have been set. The objectives of national education as stated in the National Education System Law No. 20 of 2003 article 3 are: 2 National education functions to develop abilities and shape the nation's character and civilization which is useful in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (National Education System, RI Law No. 20 of 2003, 6) To carry out these functions and objectives, the role and system in learning activities are very important, even very decisive.

The interaction between teachers and students in this process needs to be supported by educational media widely, appropriately and effectively. Teaching and learning activities are a complex process because of the interaction between a person and his environment. If the teaching and learning process is carried out formally in the school environment, then the interactions that occur during the process are influenced by the environment consisting of students, educators, materials or subject matter, as well as various learning resources and other supporting facilities. The learning process is a communication process. In the communication process, it always involves three main components, namely the sender component (educator), the receiver component (students), and the message component itself, which is usually in the form of subject matter. Teaching and learning activities often have communication failures. This means that the message or subject matter conveyed by educators cannot be optimally received by students, that is, not all subject matter can be understood properly by students. If this happens, the goals of teaching and learning activities cannot be achieved. To avoid this, educators must make efforts to reform in preparing learning plans. One of the efforts made is to practice various learning models in PAI learning. (Wina Sanjaya, 23). One of the learning models that can be applied to PAI subjects is the story of the Prophet Muhammad SAW's migration, the Problem Based Learning (PBL) learning model. Problem Based Learning or based learning.

Problems are a learning model, in which students work on authentic problems with the aim of compiling their own knowledge, developing inquiry and higher-order thinking skills. Problem Based Learning (PBL) is one of the models in the scientific approach that is in accordance with the 2013 curriculum so that students are able to develop their knowledge with real experiences in their daily lives. Problem Based Learning is a learning model that uses real-world problems as a basis for students to learn critical thinking and problem-solving skills as well as acquire essential knowledge and concepts from the subject matter. Furthermore, in relation to the application of the Problem Based Learning model in PAI learning, according to Azizah, (2020), Islamic Religious Education is an effort in the form of guidance and nurturing for students to understand and practice the teachings of Islam and make it a view of life, after completing their education at a certain level of education. Islamic Religious Education according to Mahtum & Fikri, (2020) is education based on Islamic teachings.

In line with this opinion, Ali, (2021) stated that Islamic Religious Education is an effort by adult Muslims who have faith and piety consciously to direct and guide the growth and development of students' nature to master basic religious abilities through Islamic teachings towards the point of maximum growth and development. According to Nurhasanah & Hidayati, (2021) Learning outcomes are a benchmark to determine the level of success of students in understanding concepts in learning, where this learning outcome can be seen from the ability of students to understand the material delivered by the teacher in learning, which is realized through changes in students' attitudes, social, and emotional. This is in line with the main idea stated by Harefa, (2020) that learning

outcomes are in the form of knowledge, behaviors, skills and abilities that students acquire after receiving the learning process and learning experience and are able to 4 implement it in daily life. (Irnawati, and Yusrizal Efendi, et al, 82-83) Problem based learning (PBL) is a learning model that prioritizes solving common problems that are prevalent in daily life. Problem-based learning is a teaching model that is characterized by real problems as a context in learning so that students can learn to think critically and improve problem-solving skills while gaining knowledge.

Problem based learning is a learning model that is focused on bridging students to gain learning experience in organizing, researching, and solving complex life problems, from the above explanation it can be concluded that the problem-based learning model is a model that encourages students to think systematically, dare to face problems so that students are able to solve or solve problems, both in their personal lives and in groups by searching for data so that they can draw a conclusion. (Taufina Taufik, 367). The teaching and learning process at SLB Asih Putra Padang Panjang, precisely in class X of SMALB Tunagrahita, there are several fundamental problems that are obstacles to the implementation of the learning process, the first is the low learning outcomes of students, due to the lack of students' way of thinking in solving learning problems both individually and in groups so that it affects the learning outcomes of students. as well as lack of confidence in doing the tasks given by educators. Both in the form of a problem and in the form of a problem that must be solved Meanwhile, according to Arends, problem-based learning is a learning model where students work on authentic problems with the intention of compiling their own knowledge. The results of observations from initial observations show that there are still many student learning outcomes in PAI subjects, especially in the material welcoming puberty which is still under the Learning Goal Achievement Criteria (KKTP).

In order to improve student learning outcomes, effective and efficient efforts are needed and in accordance with technological advances, one of which is the use of problem-based learning models and other supporting media in learning. Based on the description above, it can be concluded that the use of the Problem based learning (PBL) method can improve the learning outcomes of Islamic religious education for elementary school students so that the author is interested in conducting research using the Problem based learning (PBL) method with the title: "Improving the Learning Outcomes of Islamic Religious Education (PAI) Through the Problem based Learning (PBL) Model in class X of SMALB Tunagrahita at SLB Asih Putra Padang Panjang Semester I Academic Year 2024/2025"

METHODS

Classroom Action Research (PTK) is a research activity in the context of the classroom that is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning for the sake of improving the quality and results of learning. PTK is a research activity that can be carried out individually or collaboratively. Individual PTK is a research in which a teacher conducts research in his class or in another teacher's class. Meanwhile, collaborative PTK is a research in which several teachers conduct research synergistically in their class and other members visit the classroom to observe activities. PTK has a different character from other research. PTK is qualitative research although the data obtained can be in the form of quantitative data. Some of the characteristics of PTK accessed from the pakguruonline website include: 1) Cyclical, meaning that PTK is seen cyclically (planning, providing actions, observation and reflection), as a standard research procedure; 2) Longitudinal, meaning that PTK must last for a certain period of time (for example, 2-3 months) continuously to obtain the necessary data, not "one shot" to complete its implementation. 3) It is specific-specific, so it does not intend to generalize in order to obtain postulates. The results are not to be enularized even though they may be applied by others and in other places with similar

contexts; 4) Participatory, in the sense that the teacher is a researcher as well as a perpetrator changes and targets that need to be changed. This means that teachers play a dual role, namely as a person who researches and is also researched. 5) Emic (not ethical), meaning that PTK views learning from an insider's point of view that is not far from what is being researched; not according to the perspective of outsiders who are distant from the research; 6) It is collaborative or cooperative, meaning that in the implementation of PTK there is always cooperation or joint work between researchers (teachers) and other parties for the sake of validity and achievement of research objectives; 7) Casuistic, meaning that PTK works on specific or certain cases in learning that are real and affordable for teachers, working on big problems; 8) Using the natural context of the class, meaning that the classroom as a venue for the implementation of PTK does not need to be manipulated and/or engineered for the sake of needs, interests and the achievement of research objectives; 9) Prioritizing the sufficiency of the data needed to achieve the research objectives, not the representation (representation of the number) of the sample quantitatively. Therefore, PTK only demands the use of simple statistics, not complicated ones; 10) Intend to change reality, and learning situations for the better and meet expectations, not mean to build theories and test hypotheses; 11) Classroom action research based on actions in an effort to improve the learning process and outcomes of students in the subject of Islamic Religious Education and Ethics. The types of actions studied are student learning outcomes in the teaching and learning process, cooperation in communicating the learning results, seriousness in doing an assignment, and students' cooperative attitude in participating in teaching and learning activities. (Ani Widayati, 2008, 87-93).

RESULTS

The study aims to improve the learning outcomes of Islamic Education (PAI) through the implementation of the Problem-Based Learning (PBL) model in the X grade of SMALB Tunagrahita at SLB Asih Putra Padang Panjang. The study focuses on evaluating the effectiveness of PBL as a teaching approach in enhancing students' comprehension and critical thinking skills in the subject of Islamic Education. PBL, as an active learning strategy, involves students in solving real-world problems, encouraging them to investigate, analyze, and develop solutions. This method is thought to foster a deeper understanding of the subject matter and improve overall learning outcomes. The main objective of the study is to explore how the PBL model can be used to increase student engagement and improve their academic achievements in Islamic Education. In this context, the PBL approach provides a dynamic environment for students to work collaboratively, discuss ideas, and solve problems, all of which are essential elements for learning complex topics such as Islamic history, values, and teachings. This method encourages students to actively participate in the learning process, making them more responsible for their own learning and developing critical thinking skills. Throughout the research process, various strategies were implemented in the classroom to promote problem-solving and collaboration.

Students were provided with real-life scenarios related to Islamic Education, which they were asked to analyze and solve. For example, students explored the significance of key events in Islamic history, such as the migration (Hijrah) of the Prophet Muhammad SAW. By investigating these issues in depth, students were able to connect theoretical knowledge with practical, real-world applications. This not only enhanced their understanding of Islamic teachings but also helped them develop important life skills such as teamwork, communication, and decision-making. The study also emphasizes the importance of creating a classroom environment that supports active learning and critical thinking. By using PBL, students were encouraged to ask questions, share ideas, and collaborate with their peers, all of which contributed to a more interactive and engaging learning experience. The teacher's role in this process was to facilitate discussions, guide

students as they worked through problems, and provide feedback to ensure that students stayed on track and achieved the learning objectives. One of the key benefits of using the PBL model in Islamic Education is its ability to promote higher-order thinking. Instead of merely memorizing facts or recalling information, students were encouraged to think critically about the issues presented in the problems.

This approach helped them develop analytical skills, as well as the ability to evaluate information and make informed decisions. In turn, this fostered a deeper understanding of the material, which is essential for mastering complex subjects such as Islamic teachings and values. Another significant aspect of the study was the collaboration between students. PBL promotes teamwork, and this collaborative approach allowed students to learn from one another, share diverse perspectives, and work together to find solutions to the problems presented in the lessons. This collaboration not only improved their academic performance but also helped build social skills, as students learned how to communicate effectively, resolve conflicts, and respect differing opinions. As the study progressed, it became evident that the PBL model had a positive impact on students' learning outcomes in Islamic Education.

The results showed an improvement in their ability to analyze and solve problems, as well as an increase in their engagement and participation during lessons. Furthermore, students demonstrated a greater understanding of the subject matter, particularly in relation to key Islamic concepts such as the Hijrah and its historical significance. This indicates that PBL is an effective teaching strategy for enhancing learning in Islamic Education. The implementation of PBL also highlighted the importance of ongoing reflection and evaluation in the teaching and learning process. After each lesson, students were encouraged to reflect on their experiences, share their thoughts, and provide feedback on how the lesson could be improved. This reflective practice allowed both students and teachers to assess the effectiveness of the PBL approach and make adjustments as needed to better meet the learning needs of the students. In conclusion, the study demonstrates that the Problem-Based Learning model is an effective method for improving learning outcomes in Islamic Education.

By providing students with opportunities to engage in real-world problem-solving, collaborate with peers, and think critically, PBL helps students develop a deeper understanding of the subject matter while also fostering important life skills. The success of this approach in the X grade of SMALB Tunagrahita at SLB Asih Putra Padang Panjang suggests that PBL can be a valuable tool for enhancing the quality of education in special education settings. Moving forward, further research and development of PBL strategies in Islamic Education may contribute to the continued improvement of student learning outcomes in this field.

DISCUSSION

Of the 8 aspects of researcher activities observed in cycle I, the researcher achieved a score of 20 with a percentage of 62.5%, while from the 6 aspects of student activities observed, students achieved a score of 17 with a percentage of 70.8%. Thus, it can be concluded that in the first cycle it can be seen that student research activities have not been classified as good, and in terms of performance indicators, the results are categorized as unsuccessful because they have not reached the performance indicator criteria. Thus, the researcher will carry out improvements in the second cycle by emphasizing the parts that are difficulties for students and also the lack of researchers in coordinating the learning process, so that there is an improvement in student learning outcomes, as expected through the Problem Based Learning model.

From the table above, we can conclude that in the first cycle by using the Problem Based Learning model of Class X SMALB Tunagrahita SLB Asih Putra Padang Panjang in improving student learning outcomes. with the highest score of 75 and the lowest score of 65, and students who get a score that reaches KKTP as many as 2 people, while students

who get a score below KKTP as many as 3 people, the presetahe of students who achieve KKTP is 2 (40%) while the percentage of students who do not achieve KKTP is 3 (60%), it can be concluded that the learning results of PAI using the Problem Based Learning model in Class X SMALB Tunagrahita SLB Asih Putra Padang Panjang have not been successful, then continue with cycle II.

Implementation (Acting) of Cycle II Research The second cycle meeting was held on Wednesday, November 30, 2023 with an allocation of 2 hours or 2 x 40 minutes of learning. Learning is divided into preliminary activities, core activities, and closing activities. Before entering the classroom, the researcher first lined up the students in front of the class. After entering the next room, the researcher checked the attendance of students and the number of students present at the second cycle meeting was 5 students. After the researcher carried out the initial activity, then entered the core activity where the researcher started by explaining the Story of the Hijrah of the Prophet Muhammad SAW to the City of Medina with the main material Cause of the Hujrah of the Prophet Muhammad SAW The researcher explained the material with the Problem Based Learning model first so that the material could be delivered. The researcher provides problems in the form of questions asked to students. Before the presentation of the material, the core activity of the researcher explained the problems that must be solved by the student with a story" The hijrah of the Prophet Muhammad PBUH and his companions opened a new chapter in the da'wah effort to spread Islam.

For this reason, there are a number of reasons why the Prophet Muhammad migrated to Medina. Not only by the will of Allah SWT who chose Medina as a dar al hijrah or place of hijrah and markaz ad da'wah or fasting da'wah, another reason why Medina was chosen was its very strategic location. "Medina has a natural military protection fortress, which is not possessed by nearby cities in the Arabian Peninsula," wrote Abul Hasan al-Ali Hasani an-Nadwi in Sirah Nabawiyah. In addition, the characteristics of the city of Medina are also in accordance with the description of the Prophet PBUH when inspired by Allah SWT about the city to be chosen as a place to migrate. The Prophet PBUH said, "Indeed, I have seen the land where you have migrated, which has date palms and is located between two villages," (HR Ahmad)".

Of the 8 aspects of researcher activities observed in cycle II, the researcher achieved a score of 21 with a percentage of 65.6%, while from the 6 aspects of student activities observed, students achieved a score of 19 with a percentage of 79.18%. Thus, it can be concluded that in the second cycle it can be seen that the student's research activities have not been classified as good, and in terms of performance indicators, the results are categorized as unsuccessful because they have not reached the performance indicator criteria. Thus, the researcher will carry out improvements in cycle III by emphasizing the parts that are difficulties for students and also the lack of researchers in coordinating the learning process, so that there is an improvement in student learning outcomes, as expected through the Problem Based Learning model. 4. Reflecting Cyclic Research

From the table above, we can see that the results of the reflection in cycle II have problems and causes along with solutions for researchers to improve PAI learning outcomes using the Problem Based Learning model. After the students complete the test, the researcher asks the students to collect the test to the researcher. In the closing activity, the researcher directed students to conclude today's material, several students gave conclusions including Desra and Satra. Then the researcher clarified the conclusion of today's material and the researcher ended the lesson with a greeting. 51 The results showed that 2 students had not reached the KKTP and 3 students had reached the KKTP,

From the table above, we can conclude that in cycle II by using the Problem Based Learning model of Class X SMALB Tunagrahita SLB Asih Putra Padang Panjang in improving student learning outcomes. with the highest score of 80 and the lowest score of 70, and students who get scores that reach KKTP as many as 3 people, while students who get scores below KKTP as many as 2 people, the presetahe of student scores that achieve KKTP is 3 (60%) while the percentage of students who do not achieve KKTP is 2 (40 %)

then it can be concluded that the learning results of PAI using the Problem Based Learning model at SD Islam Darul Makmur have not been successful, so it will be continued with cycle III.

CONCLUSION

We can conclude that in cycle II by using the Problem Based Learning model Class X SMALB Tunagrahita SLB Asih Putra Padang Panjang in improving student learning outcomes. with the highest score of 80 and the lowest score of 70, and students who get scores that reach KKTP as many as 3 people, while students who get scores below KKTP as many as 2 people, The presitage of students who achieved KKTP was 3 (60%) while the percentage of students who did not achieve KKTP amounted to 2 (40%), so it can be concluded that the learning outcomes of PAI using the Problem Based Learning model at SD Islam Darul Makmur have not been successful, so continue with cycle III..

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