Improving Islamic Education Learning Outcomes Through Problem Based Learning Model at State Elementary School 11 Tanjung Alai

Yuni Anggraini ✉, SD Negeri 11 Tanjung Alai, Indonesia

✉ *yuni.yuwand.anggraini@gmail.com*

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: Islamic education, learning outcomes, problem based learning.

INTRODUCTION

Education is indispensable for human beings as a means for self-development, because education is one of the foundations that determines the resilience and progress of a nation. The educational pathway can also be obtained through formal education and non-formal education pathways. Schools as formal educational institutions are required to carry out a good and optimal learning process as much as possible. As stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I, Article I, it is explained that: "Education is a conscious and planned effort to realize 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 that they need, society, nation and state".

The implementation of learning has undergone changes today, in the name of students is not only considered as a learning object, but must be given an active role and used as a partner in the learning process so that students act as active students while teachers act as creative facilitators and mediators. Islamic Religious Education (PAI) is one of the disciplines in which it studies various religious studies including the Qur'an and

Hadith, Aqidah, Morals, Fiqh and also the History of Islamic Civilization. This Islamic Religious Education (PAI) subject is very important for students both personally and in the community because in addition to discussing the faith, Islamic Religious Education (PAI) also discusses daily life problems. However, so far there are still many students who have difficulty understanding and following this lesson.

According to Slameito, the difficulty or lack of student displeasure with lessons can be caused by two factors, namely internal factors are factors that come from within students, this factor is influenced by three factors, namely physical factors, psychological factors and fatigue factors. While external factors are factors that come from outside the student, where this factor affects students in learning activities are family factors, school factors, and community factors. The students can only hear and see how the teacher explains a subject and students are used to always receiving explanations from the teacher. When asked if anyone did not understand, they were just silent, silent because they understood or silent because they were afraid to ask questions. In learning, not a few students think that Islamic Religious Education (PAI) is a very boring subject and not a few students try to avoid the subject because there is too much memorization, while they think the lessons are not useful for life. According to the author, this is a wrong assumption and it is likely that this situation arises due to the lack of variation in the delivery of learning materials. In the process, students' attention to the material provided by the teacher will greatly affect the success or failure of the teaching and learning process. More intensive student attention to the material provided by the teacher will cause the transfer of knowledge to occur more easily, so it is hoped that the teaching and learning process will be more successful.

In this regard, teachers must be able to choose and present effective learning strategies and approaches. The teacher's task is to apply a method that provides the highest guarantee to achieve the goals of teaching and learning activities. By choosing an interesting learning method, the enthusiasm of students will grow to be more active and like Islamic Religious Education (PAI) lessons. This problem can be overcome by making a breakthrough in Islamic Religious Education (PAI) learning so that it does not present material that is only abstract, but must also actively involve students in learning.

To improve student learning outcomes, teachers must be able to select and present strategies and effective learning approaches. One of them is the Problem Based Learning (PBL) learning model. In this model, there are stages in its implementation. One of them is group discussions where students have to do activities in the group such as expressing opinions, solving problems and becoming peer tutors. The PBL learning model will effectively help improve student learning outcomes because it requires students to be active in the group discussion stage. With this activity, it is hoped that student learning outcomes will increase which has an impact on improving learning outcomes. Based on the fact that the activity of students in learning Islamic Religious Education (PAI) is low, the author is interested in conducting a classroom action research entitled "Improving PAI Learning Outcomes Through the Broblem Based Learning (PBL) Learning Model in Class IV SDN 11 Tanjung Alai".

METHODS

The type of research used is classroom action research. According to IGAK Wardhani (2011) Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that students' learning outcomes increase. The essence of PTK lies in the existence of actions in natural situations to solve practical problems in learning. PTK departs from practical problems faced by teachers/prospective teachers in the classroom. The implementation procedure can start with action planning, action implementation, observation, and reflection. According to Kemmis and Mc Taggart in Arikunto (2008:16), the model used in this study is a spiral model with several action cycles and consists of

four components, namely planning, action, observation, and reflection. This procedure can be repeated until the results are obtained according to the expected quality.

The research process in this study follows a clear and structured approach to investigate the effectiveness of the Problem-Based Learning (PBL) model in improving the learning outcomes of students in Islamic Education (PAI) at SDN 11 Tanjung Alai. The first step in the research process involves identifying the problem that the students are facing in the current learning method. This step includes gathering initial data, such as assessing students' previous performance and identifying areas where improvement is needed. The researcher conducts observations and interviews with the teacher and students to understand their perspectives on the existing teaching methods and the challenges faced in Islamic Education. Next, the researcher develops a lesson plan using the Problem-Based Learning model. This model is designed to actively engage students in problem-solving tasks that require them to apply their knowledge in practical situations. The researcher prepares materials and resources that will guide the students through a series of challenges related to Islamic teachings, ensuring that the learning objectives align with the curriculum. Once the lesson plan is developed, the researcher implements the PBL model in the classroom. This phase involves introducing the problem to the students, facilitating group discussions, and guiding them through the process of identifying solutions. The teacher's role in this step is crucial, as they provide support and ensure that the students stay on track while encouraging independent thinking and collaboration.

During the implementation, the researcher observes the students' behavior, engagement, and participation in the problem-solving activities. Data is collected through various means, such as student observations, written work, and group discussions. This data is essential for understanding how well the students are grasping the material and whether the PBL model is effective in enhancing their learning outcomes. After the lesson is delivered, the researcher conducts an evaluation phase. This phase involves assessing the students' performance through tests or assignments to measure their understanding of the Islamic Education content. The researcher compares the results with the initial assessment to determine if there has been an improvement in the students' learning outcomes. In addition to evaluating academic performance, the researcher also reflects on the overall effectiveness of the PBL model in fostering students' critical thinking skills, collaboration, and problem-solving abilities. Feedback from both the teacher and students is collected to gain insights into the strengths and areas for improvement in the implementation of the model. Finally, the researcher compiles and analyzes the collected data to draw conclusions about the impact of the Problem-Based Learning model on the students' performance in Islamic Education. The findings are used to make recommendations for future teaching practices and to assess whether the PBL model can be applied more broadly in similar educational contexts. The research may also suggest modifications or improvements to the teaching strategy to enhance its effectiveness for different student groups.

RESULTS

The research conducted at SDN 11 Tanjung Alai focused on improving students' learning outcomes in Islamic Education (PAI) using the Problem-Based Learning (PBL) model. The study aimed to assess whether the PBL model could significantly enhance the academic performance and engagement of fourth-grade students in PAI. The initial assessment of students' performance revealed that many students struggled with critical thinking and problem-solving when it came to the Islamic Education content. They showed limited understanding of the subject matter and had difficulty applying Islamic principles to real-life situations.

Teachers noted that traditional teaching methods were not engaging enough to foster deeper understanding or motivate students to actively participate in the learning process. The researcher then implemented the PBL model in the classroom, focusing on

presenting real-life problems related to Islamic Education. The students were grouped into teams and tasked with solving problems, such as how to apply Islamic values in daily life, understanding key concepts from the Quran, and exploring ethical dilemmas. Through this collaborative approach, students were encouraged to think critically, discuss ideas with their peers, and find solutions together. Throughout the implementation phase, it was observed that students became more engaged in the lessons. They took an active role in problem-solving, contributing ideas and asking thoughtful questions. The teacher's role was to facilitate discussions, guide the students, and provide additional resources when necessary. This shift in the teaching approach allowed students to see the relevance of Islamic Education to their lives and understand how they could apply the concepts learned in real-world scenarios. The results of the assessment after the implementation of the PBL model were positive. The students showed significant improvement in their understanding of Islamic concepts. Their ability to apply Islamic values in practical situations improved, and their critical thinking skills were more developed. Compared to the initial test scores, there was a marked increase in the students' performance, with many students achieving higher grades in the post-test. In addition to academic performance, the students demonstrated enhanced collaboration skills. Working in groups helped them communicate more effectively, listen to different perspectives, and share ideas. This cooperative learning environment fostered a sense of responsibility, as students knew they had to contribute to the group's success. Feedback from the students indicated that they enjoyed the interactive and problem-solving nature of the lessons. Many students expressed that they found the PBL approach more engaging than traditional lectures. They appreciated the opportunity to work with their classmates, solve real-life problems, and apply their knowledge in meaningful ways.

Teachers also noted an increase in students' motivation and enthusiasm for learning. The research concluded that the implementation of the PBL model significantly improved students' learning outcomes in Islamic Education. Not only did students demonstrate better academic performance, but they also developed essential skills such as critical thinking, collaboration, and problem-solving. The findings suggest that PBL can be an effective teaching strategy to enhance students' engagement and understanding in Islamic Education. Overall, the study highlighted the importance of using innovative teaching methods to improve students' learning experiences. The PBL model, in particular, proved to be a valuable tool in fostering deeper learning and critical thinking in Islamic Education. Further research and implementation of PBL in other subjects could provide additional insights into its broader impact on student learning..

DISCUSSION

The implementation of the Problem-Based Learning model in the fourth-grade classroom of SDN 11 Tanjung Alai to improve students' learning outcomes in Islamic Education (PAI) demonstrated significant positive results. The discussion surrounding the effectiveness of this approach highlights various key aspects that contributed to the overall success of the study. Firstly, it is crucial to acknowledge the limitations of traditional teaching methods that were initially used in the classroom. The initial assessment of students' performance in PAI revealed that many students struggled to understand and apply Islamic concepts. Traditional methods, which typically involve direct instruction, may not have provided enough opportunities for students to engage with the material in a meaningful way. In contrast, the PBL model offers a more interactive and student-centered approach that fosters critical thinking and problem-solving skills. By presenting real-world problems related to Islamic teachings, the PBL model allowed students to connect theoretical knowledge with practical applications. The introduction of collaborative group work further enhanced the learning process, as students were encouraged to share ideas, discuss solutions, and learn from their peers. This collaborative environment helped

students develop important communication and teamwork skills, which are crucial not only in academics but also in their personal and social lives.

Another important observation was the shift in the students' attitude toward learning. With the PBL approach, students appeared more motivated and enthusiastic about the lessons. They expressed greater interest in the content and seemed eager to actively participate in discussions and problem-solving activities. This increase in motivation can be attributed to the interactive nature of PBL, where students are not passive recipients of information but active participants in their learning journey. Moreover, the PBL model allowed students to develop critical thinking skills. By engaging in discussions and analyzing problems, students had to think deeply about the material and consider different perspectives. This process helped them to not only understand Islamic concepts more thoroughly but also to apply these concepts to real-life situations. The ability to think critically and make informed decisions is a valuable skill that extends beyond the classroom and can have long-term benefits in students' personal and professional lives. The assessment results further validated the positive impact of PBL on students' learning outcomes.

There was a noticeable improvement in students' academic performance, with many achieving higher test scores in the post-test compared to the pre-test. This improvement indicates that the PBL approach helped students grasp key concepts more effectively and demonstrated that active learning strategies can yield better results than traditional passive methods. In addition to academic achievement, the students' ability to collaborate and work as a team also improved. The group-based nature of PBL encouraged students to communicate, collaborate, and solve problems together. This not only enhanced their social skills but also allowed them to learn from each other, which in turn strengthened their understanding of the material. The feedback from students also highlighted the appeal of the PBL model. Many expressed that they found the lessons more engaging and enjoyable, as they were given the opportunity to solve real problems and actively contribute to the learning process.

This suggests that the PBL model is particularly effective in fostering student engagement, as it emphasizes active participation and real-world relevance. Furthermore, the role of the teacher in the PBL approach is crucial. Instead of simply delivering content, the teacher acts as a facilitator, guiding students through the problem-solving process and providing support as needed. This shift in the teacher's role allows for more personalized and student-centered learning experiences, which can help students develop a deeper understanding of the material. The findings of this study support the growing body of research that suggests the effectiveness of the PBL model in various educational contexts. By fostering active learning, critical thinking, collaboration, and problem-solving skills, PBL can be a powerful tool for improving student learning outcomes. The success of this study at SDN 11 Tanjung Alai suggests that similar approaches could be implemented in other schools and subjects to enhance students' engagement and academic performance.

In conclusion, the implementation of the PBL model in the classroom resulted in significant improvements in students' learning outcomes in Islamic Education. The study demonstrated that PBL not only enhances students' understanding of the subject matter but also equips them with essential skills that are valuable beyond the classroom. The positive impact observed in this study emphasizes the importance of adopting innovative and interactive teaching methods to improve the quality of education.

CONCLUSION

This study applies the Problem Based Learning model to the learning of PAI students in grade IV of SDN 11 Tanjung Alai. The results of the study showed that there was an increase in teacher and student activities in each cycle. When viewed from the learning results of PAI in each cycle also increased. In the first cycle, the classical completeness was 63%, but it has not reached the indicator of research success. In cycle II, the percentage of

completeness of students' PAI learning outcomes was 74%, although there was an increase, but this increase
have not reached the indicators of research success that have been set. In cycle III, the percentage of completeness of students' PAI learning outcomes was 100% and had reached the research success indicator. Therefore, it can be concluded that there is an increase in the learning outcomes of Islamic religious education through the application of the Problem Based Learning Learning Model to Improve the Learning Outcomes of Grade IV Students in the fourth grade PAI subject of SDN 11 Tanjung Alai, Lubuk District, Pasaman Regency.

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