

Improving Islamic Education Students' Learning Outcomes Using the Problem Based Learning Model at SD Negeri 34 Gunung Bungkuk

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Abstract: This study aims to improve student learning outcome in Islamic religious education learning 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 junior high school students. The data for 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 student learning outcome 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 52.18%, the first cycle 67.07% and in the second cycle it increased to 90.12%. Thus, the use of problem based learning model can be used as an alternative to improve student learning outcome in Islamic religious education learning.

Keywords: Islamic education, problem based learning, learning outcome.

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INTRODUCTION

Islamic Religious Education is one of the compulsory subjects for all schools in Indonesia. Islamic Religious Education in the national education system has a very important role because it is through this Islamic Religious Education subject that students can know more about Islam. Because it has an important role, it is necessary to innovate in learning that allows students to play an active role in the teaching and learning process where students will feel happy and not feel bored in delivering learning materials to the maximum and students can understand the material provided. The Islamic Religious Education (PAI) learning learning model that has been used so far is a lecture learning model so that students learn only to listen to the teacher's information, to then be memorized and expressed at the time of the exam alone. Students do not try to understand the material taught and then relate it to daily life.

This way of learning is not a success, even if their test scores are satisfactory. If a student only listens to what his teacher says, students will tend to memorize and all that is known is the scope of the explanation. As a result, students are shackled in their minds and cannot develop solutions when facing a different problem. In fact, the understanding

of Islam should be an understanding that is not only theoretical, but also must be applied. Sheikh Khalid bin Abdurrohman stated that "Islamic religious education is a special education that educates children with faith education. This education aims at the division of human intellect and trains them to think, reflect, pay attention, discuss and explore human intelligence at the peak of intellectual ability." (Sheikh Khalid bin Abdurrahman Al'-Akk, 2006).

The opinion of Sheikh Khalid above can be taken as an outline that Islamic education is an education that educates faith by training them to think critically by contemplating, paying attention, discussing and exploring human intelligence at the peak of intellectual ability. According to Sheikh Khalid, Islamic education is education that maximizes intellect so as to give birth to generations of *ulil albab*. So, Islamic education should produce individuals who are not only able to memorize the material, but also able to understand and be able to complete problem. In the 21st century, with the advancement of technology, it must be accompanied by an increasing number of problems that demand to be solved. However, if you look at the youth of the 21st century in the midst of an increasingly hedonistic life, many have given birth to apathetic generations. A generation that only thinks about personal problems without wanting to think about the problems that are plaguing humanity.

Likewise in learning, many students find it difficult when they are required to think critically about a problem or solve problems that require critical thinking. This confusion in thinking occurs because students are not used to thinking critically both in learning and outside of learning. Even though there are many problems that demand to be solved immediately. To solve a problem, a person must have high thinking skills. (Muslimah, 2017). The reality in the field shows that students are less motivated to learn religion because the learning process is less innovative and only uses a monotonous learning model. Students are less interested and motivated to be active in learning activities so that the material is poorly understood by students. To foster the spirit of motivation of students in learning Islamic Religious Education, there must be active, creative, interesting and not boring learning.

The researcher chose to apply the Problem Based Learning (PBL) learning model, which is a way of presenting learning by demonstrating or presenting to students a process, situation or certain object that is being studied either in artificial or actual form performed by teachers or other sources who are experts in the process in the topic of discussion (Mulyani Sumantri in Roetiyah 2001: 82). Fathurrohman P. (2007:98) stated that the purpose of implementing the problem based learning (PBL) learning model is to clarify the meaning of the concept and show how to do something or the process of doing something such as; 1) Teaching students about an action, process or procedure skill – physical and motor skills; 2) Developing the auditory and visual observation skills of students together; 3) Concrete information presented to students. In other words, the Problem Based Learning (PBL) learning model can help students overcome learning difficulties and understand the lessons taught by teachers. Teachers are components in teaching and learning and interact directly with students. Teachers have a very important role in the creation of a learning process that can lead students to the learning goals that have been set. So far, in the implementation of learning in schools, there are still many teachers who design students to memorize a set of facts given by teachers. as if the teacher is the main source of knowledge. Low student learning activities often also cause a decrease in understanding and mastery of learning materials. If this is allowed to happen continuously, it will inevitably affect student learning outcomes. Because of the lack of learning activities, learning outcomes are also less and can even be low. In this case, teachers are actually required to have the ability to choose and design teaching and learning programs and models so that they can be applied into an effective learning system. Effective learning is learning that provides opportunities to learn on your own or do your own activities.

In order for students to play a role as actors in learning activities, teachers should plan a learning process that requires students to do a lot of learning activities so that they are able to learn a lesson and are reflected in the learning results. Learning outcomes have an important role in the learning process. One way to awaken student activities and learning outcomes in the learning process, teachers as educators need to find or replace the right learning learning model for that it is necessary to choose the right learning learning model and attract student activities. To improve activities and learning outcomes in PAI learning, the teaching and learning process must be interesting so that students are motivated to learn. An interactive learning learning model is needed where teachers who currently use the lecture learning model and give more roles to students as learning subjects, teachers prioritize the process rather than the results. One way is to use Problem Based Learning (PBL) learning. In this case, students are required to be able to think, solve problems and learn to apply knowledge, concepts and skills to students in need and students feel happy to contribute their opinions in PAI learning. From the results of teaching observation in class V UPT SDN 34 Gunung Bungbuk it was obtained that the average test results PAI is still relatively low because the average student has not reached the level of completeness, which is less than KBM 75, so improvements are still needed. The learning outcomes in other classes tend to be better than this class. The author thinks that there is something that is the cause in this class so that the learning results are still low compared to other classes. Therefore, the author is challenged to research this class in order to find the problem and find the best solution.

METHODS

The research used in this study is classroom action research (PTK). According to Arikunto, Class Action Research is a meticulous look in the form of class actions that are deliberately raised and occur in a class at the same time (Suyadi, 2010:18). The research design that was determined was a class action research on improving the learning outcomes of PAI material on Living Peacefully in Togetherness through a problem-based learning model in grade V students of UPT SDN 34 Gunung Bungbuk to bind their learning outcomes. There are several experts who propose action research models with different charts, but broadly speaking, there are four stages that are commonly passed, namely; 1) planning; 2) implementation; 3) observation; 4) reflection. In Classroom Action Research (PTK), the research variables function to identify factors that can affect the success of actions or improvements in the learning process. PTK generally focuses on developing and improving learning practices in the classroom. Therefore, the research variables in PTK will be related to the actions taken by teachers and the expected results of these actions; 1) Independent variable, this variable is an action or strategy applied by teachers to improve the quality of learning in the classroom. This variable is considered to be the expected cause to affect the dependent variable; 2) Dependent variables, dependent variables are the expected results or impacts of actions taken by teachers. This variable is an aspect that you want to improve or improve through the actions that are applied. In the class action research that I conduct, qualitative data is descriptive, describing the quality or nature of the object being studied. This data usually cannot be measured by numbers and is more focused on deep understanding.

For example, interviews, observations, group discussions that I conducted with grade V students of UPT SDN 34 Gunung Bungbuk. According to Arikunto, the source of research data is the subject from which the data is obtained (Arikunto S.: 2018). Data in This research means information or facts obtained through observation or research in the field to obtain the information sought. The types of data sources used in the implementation of this research include; 1) Observation results during the research process; 2) Students' learning outcomes on the material Living Peacefully in Togetherness. The data source I use is a primary data source obtained directly from the object or subject of the research. Primary data sources are obtained through direct interaction between

researchers and research objects. For example, direct interviews, field observations, surveys of grade V students of UPT SDN 34 Gunung Bungkuk. And the techniques used by the researcher in collecting data for this study are as follows; 1) Observation Technique, observation is carried out to observe activities in the classroom during learning activities. This activity is intended to find out the suitability between planning and implementation of actions and to collect data on student activities. This observation was carried out during the action using the Problem Based Learning (PBL) learning model in understanding Peaceful Living in Togetherness; 2) Test Technique, the test technique is carried out to determine the learning outcomes before and after using the Problem Based Learning (PBL) learning model in PAI subjects in grade V as a form of evaluation. The test is carried out after learning using power points which are used to measure students against the material presented. The tests used are written tests in the form of multiple-choice questions; 3) Documentation Technique, this technique is used to obtain data on the ins and outs of the learning process of PAI subjects, such as lesson plans, lists of student names and student observation sheets and photos and other documentation to support during learning.

The instruments used in this study are Learning Activity Sheets, Learning Implementation Plans (RPP), Materials, Test Questions, Student Worksheets, Student Observation Sheets and Teacher Observation Sheets. In The big line has four stages that are commonly passed, namely; 1) planning; 2) implementation; 3) observation, and; 4) reflection. The data obtained from the actions taken were analyzed to ensure that the application of the Problem Based Learning (PBL) learning model could improve the learning achievement of students in class V UPT SDN 34 Gunung Bungkuk. The data collected from the observation results is in the form of numbers to find out whether there is an increase in student learning achievement what is expected to be done by calculating the percentage and then described. In this study, the author analyzes in the following ways; 1) Comparing the Achievement of Values with the Minimum Completeness Criteria (KKM); 2) Achievement of material understanding of Living Peacefully in Diversity. To determine the increase in student learning achievement, the researcher used descriptive statistics by looking for the percentage of student learning outcomes. And to find out the results of observations in the research, it is necessary to analyze them to reflect the activities that have been carried out in the research. Observations in this study include observations of teachers using the likert scale sculpting technique as follows; 1) category 5 is the very good category (SB); 2) score 4 good categories (B); 3) the score of 3 categories is quite good (CB); 4) scores of 2 categories of poor (KB), and; 5) score 1 category is not good (TB). The indicator of success in this study is if the Problem Based Learning (PBL) learning model affects the improvement of learning outcomes has reached the predetermined target, characterized by an increase in learning outcomes of 75% of 12 students in grade V UPT SDN 34 Gunung Bungkuk achieving a score with a KKM of 75 in accordance with the KKM determined by the school.

RESULTS

In this chapter, the researcher will present the results of the classroom action research that the researcher has conducted. The data obtained from the results of this study include the results of observation of teacher activities, student activities and written test results after the action is carried out, namely using the Problem Based Learning (PBL) learning model. The results of this study consist of three cycles where each cycle describes several stages, namely learning planning, learning implementation consisting of preliminary activities, core activities, and closing activities, observation and reflection. This research was carried out in Class V of UPT SDN 34 Gunung Bungkuk with a total of 12 students. The first cycle of actions will be carried out on Tuesday, December 24, 2024 at 10.55 – 12.05 WIB with a time allocation of 3 x 35 minutes. At this meeting, the researcher played the role of the leader of the learning activities while the research partner, Mr. Pitus

(homeroom teacher of class V), served as an observer during the learning activities. The results of the first cycle test obtained are still relatively low and have not reached the expected success indicators. However, it has increased when compared to pre-cycle, that the average learning outcome obtained in the first cycle is 68.3 with the number of students who completed KKM 75 as many as 7 people and the percentage of classical completeness of 58%. The results obtained have increased from the pre-cycle but have not reached the success indicators so that further improvements are needed. The implementation of the second cycle class action will be carried out on Tuesday, December 31, 2024 in 3 x 35 minutes. As implemented in cycle 1, in cycle II, the researcher is assisted by fellow teachers who act as observers. The learning results of the second cycle obtained by grade V students of UPT SDN 34 Gunung Bungkuk in PAI subjects have increased from the implementation of cycle I, in cycle II to 83% to an increase of 39%. The students whose scores have not reached the KKM score from the initial condition are 56% and in the second cycle it is 17%, so it has dropped to 39%. In this study, the researcher made a performance success indicator of 70%, while the results of actions in cycle II reached 74%. So, the implementation of actions in cycle II has achieved the specified performance indicators. This research stopped in cycle II and was not continued in cycle III.

DISCUSSION

The application of the Problem Based Learning (PBL) learning model in improving the learning outcomes of Islamic Religious Education (PAI) in grade V students of UPT SDN 34 Gunung Bungkuk showed positive results. The PBL model requires students to be actively involved in the learning process, by identifying problems that are relevant to the material being taught, then finding solutions together. In this study, PBL is applied to materials related to Islamic teachings that need to be internalized by students, such as the concept of goodness in daily life. Through this approach, students not only memorize theories, but also learn to apply them in more practical and meaningful contexts. The application of the PBL model has successfully encouraged students to collaborate in groups, which allows them to discuss with each other and share knowledge with each other. This is especially important in PAI learning, as students can learn in a more in-depth way through group discussions, asking each other, and expressing their understanding. This model also allows students to develop critical thinking skills, such as analyzing problems and finding appropriate solutions based on the principles of Islamic teachings. In addition, PBL also increases student involvement in learning, which was previously less enthusiastic about PAI materials. Learning that is centered on real problems and applications in daily life, makes students more interested and feel more connected to the material being studied.

It also contributes to their increased motivation to learn. When students feel that the material they are learning is relevant to their lives, they are more likely to understand and Remembering the material well. The PBL model also provides opportunities for students to develop social skills, such as cooperation and communication. In the learning process, they work in groups to solve problems given by the teacher. This encourages students to learn to collaborate, listen to the opinions of others, and give and receive constructive feedback. These skills will be very useful in their social and professional lives in the future. However, while PBL brings many benefits, the study also identifies some challenges. One of them is the limited time to complete project-based tasks. PBL models often take longer than traditional methods, especially if students need to conduct research or group presentations. Therefore, effective time management is needed so that each stage of learning can be carried out properly and does not interfere with the achievement of other materials that must be completed. Overall, the application of the PBL model in PAI learning in grade V UPT SDN 34 Gunung Bungkuk can be considered an effective approach to improve student learning outcomes.

By encouraging students to be actively involved in the learning process and work in groups, they not only understand the material more deeply, but also develop skills that

will be useful in their lives. Therefore, PBL can be used as a very relevant model to be applied in PAI learning, especially to increase student engagement, motivation, and learning outcomes.

CONCLUSION

Based on the results of research conducted by UPT SDN 34 Gunung Bungkok District IV Jurai South Pesisir Regency for the 2024/2025 Academic Year, it can be concluded that the use of the Problem Based Learning (PBL) learning model can improve student learning outcomes in PAI subjects, especially on the material Living Peacefully in Togetherness in grade V students of UPT SDN 34 Gunung Bungkok for the 2024/2025 Academic Year. This can be seen from the results of the increase in value below. The initial condition (pre-cycle) of students whose scores are above the Minimum Completeness Criteria (KKM) is 75 as many as 5 students or 44% and the scores below the KKM are 7 students or 56%. In the first cycle, students whose scores were above the KKM were 7 students or 61% and the scores below the KKM were 5 students or 39%. In the second cycle, students whose scores were above the KKM were 10 students or 83% and the scores below the KKM were 2 students or 17%.

The increase in learning outcomes can also increase the average grade of the class. The average class score increased from before using the Problem Based Learning (PBL) learning model of 72 in the first cycle to 75 and in the second cycle to 81. Based on the results of research conducted at UPT SDN 34 Gunung Bungkok, the application of the Problem Based Learning (PBL) learning model has proven to be effective in improving student learning outcomes in Islamic Religious Education (PAI) subjects. The PBL model encourages students to be more active in the learning process by identifying problems and finding solutions independently or in groups. This not only improves their understanding of PAI material, but also develops critical and creative thinking skills that are needed in daily life. In addition, the implementation of PBL has also succeeded in increasing student motivation and involvement in learning. By presenting problems that are relevant to real life, students feel more interested and connected to the material being studied. This problem-based learning also provides opportunities for students to collaborate, communicate, and learn from their peers, which improves their social skills.

This shows that the PBL model can create a more interactive and productive learning environment. However, although PBL brings many advantages, effective time management and adequate provision of resources remain challenges in its implementation. Therefore, careful planning and the right strategy are needed so that the implementation of the PBL model can run optimally. Overall, the application of PBL in PAI learning in grade V UPT SDN 34 Gunung Bungkok makes a positive contribution to improving the quality of learning and student learning outcomes.

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