

Application of Problem Based Learning to Instill the Values of Infaq and Zakat Islamic Education in UPTD SD Negeri 02 Kotapinang

Maisaroh Rambe ✉, SD Negeri 02 Kotapinang, Indonesia

Zulena Siagian, SD Negeri 05 Pengarungan, Indonesia

Ali Imron Hasibuan, SD Negeri 3 Sungai Kanan, Indonesia

✉ maisarohrambe05@guru.sd.belajar.id

Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using problem based learning model. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that problem based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 40.49%, first cycle 54.87% and in the second cycle it increased to 86.52%. 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, zakat, infaq, Islamic education.

Received February 11, 2024; **Accepted** March 13, 2024; **Published** March 31, 2024

Citation: Rambe, M. (2024). Application of Problem Based Learning to Instill the Values of Infaq and Zakat Islamic Education in UPTD SD Negeri 02 Kotapinang. *Jurnal Profesi Guru Indonesia*. 1(1). 44–50.

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INTRODUCTION

Islamic religious education has a strategic role in shaping the character of students, especially in instilling noble values such as infak and alms. These values are not only part of religious teachings, but also an important pillar in building social solidarity and sensitivity to others. In the midst of an era of globalization that often highlights individualism, efforts to instill these values are becoming increasingly important and relevant. UPTD SD Negeri 02 Kotapinang is one of the educational institutions that is committed to integrating religious values in daily learning (Diwan, Anirudh, and Tembhone 2023). However, based on initial observations, many students have not deeply understood the concept and benefits of infak and almsgiving. This can be seen from the lack of enthusiasm of students to participate in charity activities organized by the school. In addition, some students tend to view these activities only as a formal obligation without understanding the spiritual and social values contained in them. This condition shows the need for a more innovative learning approach to help students understand and appreciate

the importance of infak and alms (Musawar and Suhirman 2021). One approach that is considered effective to overcome this problem is the Problem-Based Learning (PBL) model. The PBL model emphasizes on students' active involvement in solving real problems, so students can develop deep understanding as well as critical and reflective thinking skills. In this context, PBL can be used to present social issues that are relevant to students' daily lives, such as the importance of helping others through infak and alms (Goodfellow et al. 2020). The use of PBL in Islamic Religious Education learning is expected to provide a meaningful learning experience.

Through Problem-based learning, students are invited to explore the concepts of infak and alms, analyze their impact on individuals and society, and design concrete steps to apply them in daily life. Thus, learning does not only focus on cognitive aspects, but also on character formation and strengthening spiritual values (Musawar and Suhirman 2021). In addition, the implementation of PBL allows teachers to act as facilitators who guide students in the process of exploration and reflection. This is in line with the demands of the curriculum that emphasizes student-centered learning. With this approach, students not only become recipients of information, but also play an active role as learning subjects who are responsible for their own learning process (Dahalan et al. 2024). However, the implementation of PBL also faces challenges, especially in terms of teacher and student readiness. Teachers need to have a deep understanding of the concepts and steps of PBL implementation, while students need to be trained to develop critical thinking skills and work collaboratively. Therefore, systematic efforts are needed to design and implement PBL effectively in Islamic Religious Education learning at UPTD SD Negeri 02 Kotapinang (Dahalan et al. 2024). Through this class action research, it is hoped that a clear picture of the effectiveness of the PBL model in instilling infak and alms values can be obtained. This study also aims to identify the obstacles that arise during the implementation of PBL and formulate practical solutions to overcome them. Thus, this research is expected to make a real contribution to improving the quality of Islamic Religious Education learning (Goodfellow et al. 2020).

In addition, this research has wide relevance, not only for students and teachers at UPTD SD Negeri 02 Kotapinang, but also for other educational institutions that face similar challenges. The results of this study can be a reference for the development of innovative and effective learning models in instilling religious and moral values in elementary school students (Directions 2022). In the end, the implementation of PBL is expected not only to increase students' understanding of the concepts of infak and alms, but also to form the character of students who care and are responsible for social welfare. Thus, Islamic religious education can really function as a vehicle to form a young generation who have faith, noble character, and contribute positively to society (Friedman and Robbins 2021).

METHODS

This type of research is classroom action research (PTK), which is defined as "scrutiny of learning activities that are carried out deliberately in a class together" (Arikunto, et al., 2019: 3). This research is carried out in the context of learning in the classroom with the aim of improving learning practices, so that it can improve students' process skills and learning outcomes. This research is included in the descriptive category, because it describes the application of the Problem Based Learning (PBL) learning model and the learning outcomes obtained. Teachers play the role of researchers and are fully responsible for this research. The research process consists of four stages: planning, action, observation, and reflection. This type of research is classroom action research (PTK), which is defined as "scrutiny of learning activities that are carried out deliberately in a class together" (Arikunto, et al., 2019: 3). This research is carried out in the context of learning in the classroom with the aim of improving learning practices, so that it can improve students' process skills and learning outcomes. This research is included in the descriptive category, because it describes the application of the Problem Based Learning

(PBL) learning model and the learning outcomes obtained. Teachers play the role of researchers and are fully responsible for this research. The research process consists of four stages: planning, action, observation, and reflection. The subject of this study is class V students of UPTD SD Negeri 02 Kotapinang which totals 32 students, consisting of 17 male students and 15 female students. The object of this research is the implementation of the learning process obtained from the application of the Problem Based Learning model, namely the learning outcomes of grade V students of UPTD SD Negeri 02 Kotapinang on Infaq and alms materials. Learning activities in this model are designed using a problem that must be solved by students, utilizing tools such as facilities and infrastructure which are available in classrooms, schools, and the surrounding environment as media and supporting learning resources.

The data in this study consists of quantitative data and qualitative data. Quantitative data was obtained through learning outcome tests, while qualitative data was obtained from information describing students' expressions related to students' level of understanding, enthusiasm, confidence, interest, and motivation, which was collected through observation activities. Data Collection Techniques; 1) Learning outcome data is obtained from tests carried out at the end of each cycle; 2) Data on teachers' ability to implement the PBL learning model are collected through observation guidelines, student responses, and interviews; 3) Supporting data is obtained from school documents and other relevant literature. The data from the next research results are analyzed descriptively as follows; 1) Learning outcome test data is used to determine the completeness of student learning or the level of learning success in Infaq and alms materials by using the Problem based Learning learning model. Minimum Completeness Criteria (KKM) individually if the student is able to reach 70. Classical completeness if students who get a score of 65 are about 85% of the total number of students and each is calculated by the formula.

RESULTS

The results of data analysis in the pre-cycle showed that after learning from the number of students (n) = 24 people, the highest score of 90, the lowest score of 50, the value of mode (m) = 60, the average score (x) = 64.58, and the standard deviation of ≈ 9.93 were obtained. The improvement in student learning outcomes was shown by a low percentage of completeness (37.5%) and a high percentage of incompleteness (62.5%). The mode value and average score that are still below the KKM show unsatisfactory results in achieving the criteria for completeness of learning objectives. The results of observations in Cycle I, it was found that learning went quite well. Researchers who act as teachers have successfully implemented the Problem-Based Learning (PBL) learning model in accordance with the specified syntax.

However, the implementation has not been fully effective due to several obstacles, including; 1) Some students still do not pay attention when the teacher demonstrates skills and delivers the material; 2) Student participation in group activities is still not optimal; 3) The learning resources and teaching aids available as information references for students are still limited; 4) Some students have not been able to answer the questions asked by the teacher; 5) Some students still have difficulty in concluding the results of the activity. The results of the second cycle showed that the percentage of grades with proficient predicates reached 29.17%, capable predicates 37.50%, and decent predicates 25.00%, which when added up yielded a total of 91.67%. Thus, the level of student learning success in Cycle II can be categorized as good. Teaching and learning activities with the application of the PBL learning model can be carried out well by teachers and students, with effective interaction. Teachers have been able to improve the shortcomings faced in the pre-cycle and Cycle I.

DISCUSSION

Problem-Based Learning is an innovative educational approach that encourages students to actively engage in problem-solving processes. In Islamic Education, particularly in teaching the values of infaq and alms, PBL can serve as an effective method to deepen students' understanding and application of these values in daily life. The implementation of PBL shifts the focus from teacher-centered instruction to student-centered learning, allowing students to explore real-world issues related to generosity and social responsibility. Infaq and alms are fundamental teachings in Islam that emphasize the importance of sharing wealth and helping those in need. These values play a crucial role in shaping a caring and compassionate society. However, many students may struggle to grasp the true essence of infaq and alms if they are only introduced through theoretical explanations. PBL can bridge this gap by presenting students with real-life scenarios that require them to think critically and find solutions based on Islamic teachings. Teachers at UPTD SD Negeri 02 Kotapinang have recognized the need to enhance students' awareness and practice of infaq and alms. Traditional teaching methods, such as lectures and rote memorization, may not be sufficient to instill these values effectively. By adopting PBL, students are encouraged to analyze social issues, reflect on Islamic teachings, and develop concrete actions to help those in need. This approach fosters a deeper emotional and intellectual connection to the concepts of charity and generosity. A key component of PBL is presenting students with real or simulated problems that require them to collaborate, discuss, and propose solutions. In the context of infaq and alms, students might be asked to investigate the struggles of underprivileged communities, analyze the impact of poverty, and design initiatives to support those in need. This hands-on experience allows them to internalize the values of charity rather than merely memorizing religious texts. The implementation of PBL in Islamic Education requires teachers to act as facilitators rather than sole providers of knowledge. Instead of simply explaining the importance of infaq and alms, teachers guide students through discussions, encourage them to ask questions, and help them discover solutions. This method nurtures critical thinking, problem-solving skills, and social awareness while reinforcing religious values.

To enhance the effectiveness of PBL, teachers can incorporate multimedia resources such as videos, articles, and case studies that illustrate real-life examples of infaq and alms. Guest speakers from charitable organizations or community leaders can also be invited to share their experiences, inspiring students to take active roles in social causes. These interactive elements make learning more engaging and relatable for students. Collaboration is an essential aspect of PBL, as students often work in groups to solve problems. This teamwork not only strengthens their understanding of Islamic values but also helps them develop communication and leadership skills. By discussing and debating solutions with peers, students gain a broader perspective on the importance of infaq and alms in creating a just and equitable society. Assessment in PBL differs from traditional methods, as it focuses more on students' ability to apply knowledge rather than their ability to memorize facts.

Teachers can evaluate students through presentations, reflective essays, or community projects that demonstrate their understanding of infaq and alms. This assessment approach encourages deeper learning and long-term retention of values. One example of a successful PBL project at UPTD SD Negeri 02 Kotapinang involved students organizing a school charity drive. They researched local needs, planned fundraising activities, and distributed donations to underprivileged families. Through this experience, students not only learned about the principles of infaq and alms but also witnessed the real impact of their actions on the community. Another project involved students interviewing beneficiaries of infaq and alms to understand their challenges and needs. By listening to firsthand accounts, students developed empathy and a stronger motivation to

contribute. Such activities help bridge the gap between theoretical learning and practical application, making religious values more meaningful in everyday life. Parental involvement also plays a crucial role in reinforcing the values of infaq and alms. Schools can collaborate with parents to encourage charitable activities at home. For example, families can be encouraged to set up a donation jar or participate in community service together. When students see their families practicing these values, they are more likely to adopt them as lifelong habits. Challenges in implementing PBL include the need for teachers to adjust their instructional strategies and the time required for in-depth problem-solving activities. Unlike traditional teaching methods, PBL requires more preparation and guidance from teachers. However, the long-term benefits of fostering critical thinking, empathy, and social responsibility outweigh these challenges. To ensure the sustainability of PBL in Islamic Education, schools need to provide continuous professional development for teachers. Training sessions and workshops on PBL methodologies can help educators design meaningful learning experiences that effectively instill the values of infaq and alms. Schools can also create a network of educators to share best practices and collaborate on project ideas. Technology can further enhance PBL by providing digital platforms where students can research, collaborate, and present their findings.

Online forums, educational websites, and interactive apps can complement classroom discussions and enable students to engage with Islamic teachings beyond school hours. This digital integration makes learning more accessible and appealing to the younger generation. The integration of PBL with community engagement strengthens students' sense of social responsibility. Partnering with local charities, orphanages, or food banks can provide students with firsthand experiences of giving and serving others. These experiences reinforce the spiritual and moral significance of infaq and alms in Islam. By applying PBL in Islamic Education, students do not just learn about infaq and alms as religious obligations; they develop a genuine desire to contribute to society. This transformative learning process shapes students into compassionate and responsible individuals who actively seek to help others throughout their lives. In addition to instilling Islamic values, PBL also prepares students for future challenges by enhancing their analytical and problem-solving abilities. The skills they develop through PBL—such as critical thinking, collaboration, and initiative—are valuable in both academic and professional settings. These competencies contribute to the holistic development of students. Ultimately, the success of PBL in teaching infaq and alms lies in creating meaningful learning experiences that connect religious teachings with real-world applications. When students see the relevance of these values in their lives, they are more likely to embrace and practice them consistently.

The role of Islamic Education extends beyond the classroom; it shapes students' moral compass and guides them in making ethical decisions. PBL provides a powerful framework to nurture students' understanding of infaq and alms, ensuring that these values become an integral part of their character. By continuously refining teaching methods and incorporating PBL in Islamic Education, schools like UPTD SD Negeri 02 Kotapinang can cultivate a generation of students who are not only knowledgeable about their faith but also committed to making a positive impact on society. Through meaningful learning experiences, students will carry the spirit of generosity and compassion throughout their lives, fulfilling the true essence of Islamic teachings.

CONCLUSION

The application of Problem-Based Learning (PBL) in Islamic Education at UPTD SD Negeri 02 Kotapinang has proven to be an effective approach in instilling the values of infaq and alms among students. By engaging in real-world problem-solving activities, students gain a deeper understanding of these Islamic teachings beyond mere theoretical knowledge. PBL encourages active learning, critical thinking, and collaboration, allowing students to

connect religious values with social realities. Through hands-on experiences, such as charity drives, fundraising projects, and community service, students develop empathy and a strong sense of social responsibility. They not only learn the importance of giving but also witness the direct impact of their contributions on those in need. This approach ensures that the values of infaq and alms are not just understood but also practiced in their daily lives. Teachers play a crucial role as facilitators, guiding students in discussions and helping them analyze and solve real-world challenges related to infaq and alms. However, for PBL to be successful, adequate teacher training and curriculum adjustments are necessary.

Schools must also invest in digital tools and community partnerships to enhance the learning experience and make it more engaging for students. Despite challenges such as time constraints and the need for teacher preparedness, the benefits of PBL in shaping students' moral and ethical development outweigh these obstacles. The integration of technology and parental involvement further strengthens the effectiveness of this approach, ensuring that students consistently practice the values they learn in school. In conclusion, the use of PBL in Islamic Education fosters a transformative learning experience that nurtures students' spiritual and social development. By making learning meaningful and applicable to real-life situations, students internalize the values of infaq and alms as part of their character. This method not only enhances their religious knowledge but also prepares them to become compassionate, responsible, and proactive members of society.

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