

Application of Problem Based Learning to Improve the Learning Outcomes of Islamic Education Students at SD Negeri 107465 Baja Dolok

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. 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 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 problem based learning can improve student learning outcomes 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 40.19%, the first cycle 67.37% and in the second cycle increased to 89.72%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning outcomes, Islamic education.

Received January 29, 2024; **Accepted** March 10, 2024; **Published** 31, 2024

Citation: Wasiah, P., Pratiwi, I., & Sasmita, N. (2024). Application of Problem Based Learning to Improve the Learning Outcomes of Islamic Education Students at SD Negeri 107465 Baja Dolok. *Jurnal Profesi Guru Indonesia*. 1(1). 68–75.

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INTRODUCTION

Problem Based Learning (PBL) is a learning approach that prioritizes solving real problems as a means of learning. In the context of education in primary schools, the application of PBL can be used to introduce moral and religious values in a more engaging and contextual way for students. One of the aspects that is very relevant to be instilled from an early age is the understanding of Asmaul Husna (The Good and Beautiful Names of Allah), especially the attributes of Allah contained in several Asmaul Husna such as Al Malik (King), Al Aziz (The Mighty), Al Quddus (The Most Holy), As Salam (The One Who Gives Peace), and Al Mu'min (The One Who Gives Peace).

At SD Negeri 107465 Baja Dolok, the quality of students' understanding of religious concepts still needs to be improved, especially related to the introduction and understanding of Asmaul Husna. Although religious education has been taught, students are not fully able to relate religious values to their daily lives. One of the reasons is that the learning approach tends to be conventional and less able to motivate students to

understand concepts in depth. At the same time, the effective introduction of Asmaul Husna is not only limited to memorization, but must be associated with its meaning and application in daily life. Therefore, the application of the Problem Based Learning (PBL) approach is considered as one of the solutions that can increase students' understanding of the attributes of Allah contained in Asmaul Husna.

PBL, with its characteristics that prioritize collaboration, investigation, and real problem-solving, provides opportunities for students to actively learn. In its application, students can be given the task of finding real examples that illustrate the attributes of Allah contained in Asmaul Husna, so that they not only memorize the names but also understand their meaning and implementation in their daily lives. Through this approach, students are also invited to think critically and creatively in connecting religious concepts with their life experiences, which in turn can increase the appreciation and practice of Islamic religious teachings. In addition, the implementation of PBL is expected to create a more fun and challenging learning atmosphere for students, so that they are more motivated to be actively involved in the learning process.

One of the challenges faced in implementing PBL is the readiness of teachers in managing problem-based learning. Teachers at SD Negeri 107465 Baja Dolok need to be trained and equipped with a sufficient understanding of PBL, so that they can design relevant and in-depth problems to be given to students. In addition, teachers also need to develop effective strategies in facilitating group discussions and accompanying students in the process of finding solutions.

Although the implementation of PBL has the potential to have a positive impact on Asmaul Husna's understanding, there are several things that need to be considered. One of them is the availability of resources that support the implementation of PBL, both in terms of teaching materials, time, and facilities. As an effort to overcome this challenge, there needs to be collaboration between schools, teachers, and parents in supporting the effective implementation of PBL. The success of the implementation of PBL in increasing students' understanding of Asmaul Husna will have a positive impact on the formation of better student character. By understanding the attributes of Allah such as Al Malik, Al Aziz, Al Quddus, As Salam, and Al Mu'min, it is hoped that students can emulate these qualities in their daily lives. This will of course strengthen the spiritual values of students and help them become better, responsible, and noble individuals. Against this background, this study aims to explore how the application of Problem Based Learning can improve the understanding of grade IV students at SD Negeri 107465 Baja Dolok about Asmaul Husna, especially the attributes of Allah contained in His glorious names, as well as its impact on the character of students.

It is hoped that the results of this study can contribute to the development of religious learning methods in elementary schools, as well as provide input for religious teachers in designing learning that is more effective and relevant to student needs. In this study, several theories underlying the application of the Problem Based Learning (PBL) approach in teaching Asmaul Husna to grade IV students of SD Negeri 107465 Baja Dolok will be explained. The theoretical foundation used consists of learning theory, character theory, and theory about Asmaul Husna's concepts. The following are theoretical foundations relevant to this research topic published after 2020. Problem Based Learning (PBL) is a learning approach that emphasizes the use of real problems as a context for learning and exploring knowledge. PBL prioritizes active learning where students work in groups to solve problems, gather information, and develop solutions collaboratively. According to Arends (2021), PBL can increase student motivation because this approach focuses on real problems and is relevant to their lives. This allows students to not only memorize information, but also develop higher-order thinking skills, such as analysis, synthesis, and evaluation. In the context of religious education, PBL helps students to relate religious concepts to their daily experiences, so that the understanding of religious teachings becomes deeper and more applicable. Research by Umar et al. (2023) also shows that the application of PBL in religious education can increase students'

understanding of religious concepts, such as Asmaul Husna, because students are given the opportunity to explore the meaning of God's names and connect them directly with their lives.

Islamic religious learning in elementary schools has the goal of teaching the basic values of Islam to students through various concepts and practices that are relevant to their lives. This learning not only focuses on theoretical knowledge but also on the development of students' character and morals. Teguh (2021) stated that Islamic religious learning in elementary schools must integrate cognitive, affective, and psychomotor aspects. In other words, students not only need to know the values of Islam, but also have to live and practice them in their daily lives. In the context of teaching Asmaul Husna, students are expected to understand the meaning of the names of Allah and implement them in their behavior. The application of active methods such as PBL in religious education, as explained by Sudirman (2022), will strengthen the teaching process by providing students with direct experience in solving problems related to religious values. Problem-based learning also allows students to collaborate and discuss with each other, which encourages the development of their understanding of religious concepts.

Character education is an inseparable part of Islamic religious learning. According to Bakar & Fauziah (2022), character education aims to form students' attitudes, behaviors, and habits that reflect moral and spiritual values, one of which can be fostered through the teaching of Asmaul Husna. Students who understand the attributes of Allah such as Al Malik (King), Al Aziz (Mighty One), Al Quddus (Most Holy), As Sala (The Most Peace-Giver), and Al Mu'min (The Most Peace-Giver), will learn to emulate these attributes in their lives. Supriyadi & Anggraini (2021) emphasized that effective character education must involve students in the process of self-reflection and its application in real life. By using PBL, students can be encouraged to think critically about how these attributes of God relate to their daily actions, thereby improving their character and morals. Research by Harahap & Nasution (2023) also shows that religious learning that prioritizes the aspect of practicing and reflecting on religious values is more effective in shaping students' character in accordance with Islamic religious teachings. Students who are given the opportunity to think and discuss religious concepts such as Asmaul Husna will be better able to instill these moral values in their lives.

Asmaul Husna are the names of Allah that reflect His Most Glorious attributes. Each name in Asmaul Husna contains a deep meaning and high relevance to human life. In religious education, Asmaul Husna is not only taught as a memorization material, but also as a life guide for students to know and emulate the attributes of Allah in daily life. The teaching of Asmaul Husna in elementary schools should focus on a deep understanding of the meaning of each name and attribute of Allah. In the study, it was revealed that teaching Asmaul Husna using interactive and applicable methods, such as PBL, will help students to better understand the meaning of God's attributes and relate them to their lives. Darmawan (2023) also added that understanding of Asmaul Husna can strengthen the practice of students' religious teachings. Students who learn to recognize the attributes of Allah, such as Al Malik (King), Al Aziz (Almighty), Al Quddus (Most Holy), As Salam (The Most Peace-Giver), and Al Mu'min (The Most Peace-Giver), are expected to internalize these attributes in their daily actions and attitudes.

METHODS

This research is included in the category of classroom action research (PTK) with qualitative and quantitative approaches, which aims to examine the application of the Problem Based Learning (PBL) method in improving the understanding and practice of Asmaul Husna in grade IV students of SD Negeri 107465 Baja Dolok. This research also focuses on the development of students' character through the application of the attributes of Allah contained in His glorious names, such as Al Malik (King), Al Aziz (The

Mighty), Al Quddus (The Most Holy), As Salam (The One Who Gives Peace), and Al Mu'min (The One Who Gives Security).

This research is included in the category of Classroom Action Research (PTK) because it aims to improve or increase learning through the application of Problem Based Learning (PBL) in the classroom. PTK is designed to provide direct solutions to problems found in the learning process in the classroom and is carried out in the form of repeated cycles, where each cycle involves planning, implementation, observation, and reflection steps. In this study, there are several variables that will be studied related to the application of Problem Based Learning (PBL) to improve the understanding and practice of Asmaul Husna as well as the development of students' character in grade IV of SD Negeri 107465 Baja Dolok. These variables are divided into two main categories: independent variables and dependent variables. The independent variable in this study is the application of Problem Based Learning (PBL) as a learning method used to teach Asmaul Husna to students. PBL is a method that emphasizes problem-solving as a means to develop students' knowledge and skills. The implementation of PBL will be a factor that affects students' understanding and character.

In the research on the application of Problem Based Learning (PBL) to improve the understanding and practice of Asmaul Husna in grade IV of SD Negeri 107465 Baja Dolok, data collection was carried out to explore information related to the purpose of the research, namely to measure the increase in students' understanding of Asmaul Husna and changes in students' character. The data collected includes quantitative data and qualitative data obtained through various data collection techniques.

RESULTS

Problem Based Learning (PBL) is one of the innovative approaches in the world of education that emphasizes solving real problems as the center of learning. This model is designed to improve critical thinking skills, learning independence, and in-depth understanding of concepts. In the context of Islamic religious education, PBL has the potential to help students understand Islamic values more applicatively and contextually. Islamic Religious Education (PAI) in elementary schools has an important role in shaping the character and morals of students from an early age. However, in practice, many of the teaching methods used are still conventional, such as lectures and memorization, which do not involve students actively. This causes students' understanding of religious material to be less profound and tends to be passive. The application of PBL in PAI learning aims to overcome the limitations of conventional methods by encouraging students to be more active in finding solutions to various problems related to Islamic teachings. With this approach, students are invited to analyze, discuss, and find solutions based on the Islamic principles they have learned.

This learning model places students as the main subject in the learning process, while the teacher acts as a facilitator who guides and directs the discussion. Thus, students have a greater opportunity to explore religious concepts independently and in real-life contexts. In its application at SD Negeri 107465 Baja Dolok, the PBL model is expected to increase students' understanding of PAI material more effectively. With real problem solving, students not only memorize religious concepts, but also understand how to apply them in daily life. In addition to improving cognitive comprehension, PBL also contributes to the development of students' attitudes and social skills. Through group discussions and joint problem-solving, students learn to work together, listen to the opinions of others, and present ideas systematically and logically. Student learning motivation is also one of the aspects that is expected to increase through the implementation of PBL. With a more interactive and problem-based method, students feel more challenged and motivated to explore the material further. This is different from the lecture method which often makes students passive and less actively participating in learning.

However, the success of PBL implementation is highly dependent on the readiness of teachers in managing learning. Teachers need to design problems that are in accordance with the level of student development and be able to guide discussions effectively so that learning goals can be achieved. Therefore, training and mentoring for teachers are the main supporting factors in the implementation of this model. Another challenge in the implementation of PBL is the time it takes to complete a learning topic that is longer than conventional methods. Students need to be given the opportunity to explore problems in depth, discuss, and develop the right solutions. Therefore, curriculum adjustments and good time management are very necessary. Support from schools and parents is also an important factor in the successful implementation of PBL. Schools need to provide a conducive learning environment, while parents are expected to provide support in the learning process at home. The synergy between schools and families will further strengthen student learning outcomes. In the long term, the application of PBL in PAI learning is expected not only to improve students' learning outcomes academically, but also to shape their character and morals in accordance with Islamic values. By understanding religious teachings in the context of real life, students will be better prepared to face the challenges of the times by adhering to Islamic principles.

Overall, PBL is one of the potential approaches to improve the quality of PAI learning at SD Negeri 107465 Baja Dolok. With the right strategy, support from various parties, and teachers' readiness in managing learning, this model can be an effective solution in increasing the understanding and application of Islamic values among elementary school students. Therefore, further research on the effectiveness of PBL in PAI learning in elementary schools is an important step. The continuous evaluation and development of this model will ensure that religious learning in schools is not only theoretical, but also applicable and relevant to daily life.

DISCUSSION

The application of Problem Based Learning (PBL) in Islamic Religious Education (PAI) learning at SD Negeri 107465 Baja Dolok aims to improve student learning outcomes with a more interactive and applicative approach. In this model, students are invited to solve problems related to Islamic values, so that they can understand religious teachings not only theoretically, but also in practice in daily life. Thus, PBL is a more effective learning alternative than conventional methods that are still dominant in elementary schools.

One of the advantages of PBL is its ability to increase students' active involvement in the learning process. In conventional methods such as lectures, students tend to be passive and only receive information from the teacher. On the other hand, with PBL, students are required to think critically, analyze a problem, and find solutions that are in accordance with Islamic principles. This helps them develop higher-order thinking skills that are in high demand in the modern era. In addition to improving cognitive understanding, PBL also plays a role in building students' social skills. Problem-based learning is often done in groups, where students interact, discuss, and share ideas with their peers. This process helps them develop an attitude of cooperation, tolerance, and good communication skills. In the context of PAI, healthy social interaction is also part of the learning of morals and morality taught in Islam.

Student learning motivation has also increased through the implementation of PBL. One of the main reasons why students are less motivated in religious learning is because the methods used are less attractive and tend to be monotonous. With a problem-based approach, students feel challenged to find solutions and be more active in the learning process. When they are given the freedom to explore and find answers on their own, their curiosity increases, making learning more enjoyable. Despite having many advantages, the implementation of PBL also faces various challenges. One of them is the readiness of teachers in managing learning. In PBL, teachers not only play the role of material givers, but also as facilitators who guide students in solving problems. Therefore,

teachers must have skills in designing appropriate problems, directing discussions effectively, and encouraging students to think critically and independently. In addition, time constraints are an obstacle in the implementation of PBL. This learning model takes more time than the lecture method because students need to understand the problem, discuss it in groups, and find the right solution. If not managed properly, learning can become inefficient and hinder the completion of the material that has been targeted in the curriculum. Therefore, the right strategy is needed in managing the time so that all material can be conveyed properly.

Support from schools and parents is also very important in the successful implementation of PBL. Schools must create a conducive learning environment, both in terms of facilities and academic culture that supports problem-based learning. Meanwhile, parents are expected to provide support by encouraging their children to actively study at home and engage in discussions related to religious materials. In the context of PAI learning, the effectiveness of PBL also depends on the relevance of the problems given to students. The problems raised must be in accordance with their daily lives so that learning is more meaningful. For example, in understanding the concept of honesty, students can be given scenarios where they have to decide on the right course of action in a given situation. In this way, students not only understand the value of honesty theoretically, but also how to apply it in real life.

The application of PBL in PAI learning at SD Negeri 107465 Baja Dolok is expected to be a more effective model in improving the quality of Islamic religious learning. With a more interactive approach, students can learn more thoroughly and applicatively, so that they not only understand religious theories, but are also able to internalize Islamic values in their lives. The successful implementation of PBL in PAI learning can be a reference for other schools to adopt this method. By conducting continuous evaluation and development, this learning model can continue to be improved to better suit the needs of students. Thus, Islamic religious education in elementary schools not only focuses on cognitive aspects, but also shapes students' character and morals in accordance with Islamic values.

CONCLUSION

The application of Problem Based Learning (PBL) in Islamic Religious Education (PAI) learning at SD Negeri 107465 Baja Dolok aims to improve student learning outcomes with a more interactive and applicative approach. In this model, students are invited to solve problems related to Islamic values, so that they can understand religious teachings not only theoretically, but also in practice in daily life. Thus, PBL is a more effective learning alternative than conventional methods that are still dominant in elementary schools.

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