

Efforts to Improve Learning Outcomes of Islamic Education Students with the Problem Based Learning Model at SD Negeri 0115 Sibuhuan

Misran Ansori Hasibuan ✉, SD Negeri 0115 Sibuhuan, Indonesia

Sarifuddin, SD Negeri 0413 Ampolu, Indonesia

Kholida Hafni Nasution, SD Negeri 1501 Hurung Jilok, Indonesia

✉ misranhasibuan123@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Problem Based Learning 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 for this study were obtained using test and observation techniques. Tests are used to measure learning 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 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 completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Problem Based Learning Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning model, learning outcomes, islamic education.

Received August 29, 2024; **Accepted** October 26, 2024; **Published** December 31, 2024

Citation: Hasibuan, M. A., Sarifuddin., & Nasution, K. H. (2024). Efforts to Improve Learning Outcomes of Islamic Education Students with the Problem Based Learning Model at SD Negeri 0115 Sibuhuan. *Jurnal Profesi Guru Indonesia*. 1(4). 104–110.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Islamic Religious Education (PAI) is one of the important components in the formation of the character and morals of Class IV students at SD Negeri 0115 Sibuhuan. One of the materials taught in PAI at the elementary school level is "Welcoming the Age of Puberty". This material has a very important role because puberty marks the beginning of an individual's obligation to carry out the main worships in Islam, such as prayer, fasting, and other obligations. Therefore, an understanding of the age of puberty and the religious obligations that arise after it must be given as well as possible from an early age so that students can carry out their religious responsibilities correctly. However, in reality, many Class IV students at SD Negeri 0115 Sibuhuan still have difficulty understanding the material regarding puberty. This can be seen from their low understanding of the consequences of reaching puberty, such as the obligation to carry out prayers, fasting, and various other worships. In addition, this lack of understanding often causes Grade IV

students at SD Negeri 0115 Sibuhuan to be less aware of the importance of puberty in the context of Islamic religious teachings and its influence on their daily lives.

This problem is further exacerbated by learning methods that have not fully supported active involvement of students in understanding the material. Conventional learning, where teachers only convey information orally without actively involving students, makes the material feel monotonous and less interesting for them. As a result, the learning outcomes of Class IV students at SD Negeri 0115 Sibuhuan in understanding the material about puberty did not achieve optimal results. For this reason, efforts are needed to increase the understanding of Class IV students at SD Negeri 0115 Sibuhuan to the material "Welcoming Puberty" through a more effective learning model. One of the learning models that can be applied is Problem Based Learning (PBL). This PBL model emphasizes providing relevant problems and can motivate Class IV students at SD Negeri 0115 Sibuhuan to find solutions, discuss, and relate the knowledge they have to real situations. With PBL, it is hoped that Class IV students at SD Negeri 0115 Sibuhuan can be more active in learning, better understand the material, and be able to apply this knowledge in their lives, especially in preparing themselves to welcome puberty. Looking at this background, this study aims to identify efforts that can be made to improve the learning outcomes of Class IV students at SD Negeri 0115 Sibuhuan on the material "Welcoming Puberty" using the Problem Based Learning (PBL) learning model. This research is expected to provide a solution for PAI teachers to better understand the needs of effective and relevant learning in increasing students' understanding of the material.

METHODS

This research is included in the category of Classroom Action Research (PTK) or Classroom Action Research because it aims to improve student learning outcomes through the application of certain methods, namely Problem-Based Learning (PBL) on the material of Welcoming Puberty in Islamic Religious Education (PAI) learning in grade IV. This research is only focused on grade IV (Four) students, so that the results reflect the specific conditions of the subject. This research was conducted at SD Negeri 0115 Sibuhuan, Barumon District, Padang Lawas Regency. This research was carried out in the period from December 2024 to January 2025 which includes several learning cycles, according to the Classroom Action Research (PTK) model. Planning in this study is very important to ensure that the application of the Problem-Based Learning (PBL) model to the material of Welcoming Puberty can be carried out effectively. The following are the stages of planning this research which include initial planning, implementation, and evaluation. This research procedure explains the steps that will be taken during the process of implementing the Problem-Based Learning (PBL) model in improving learning outcomes in the material Welcoming the Age of Puberty in Islamic Religious Education (PAI). This study uses the Classroom Action Research (PTK) method which consists of several cycles, where each cycle involves the stages of planning, implementation, observation, and reflection.

RESULTS

The application of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 0115 Sibuhuan led to significant improvements in students' learning outcomes. Initially, students were disengaged, showing limited interest and struggling to understand abstract Islamic concepts. However, after implementing PBL, there was a marked increase in both student participation and comprehension of the subject matter. The PBL approach, which encourages students to solve real-world problems, helped them see the relevance of Islamic teachings in their everyday lives, leading to more active and meaningful engagement in class activities.

At the beginning of the study, students were mostly passive learners, relying heavily on the teacher for information. This traditional approach to teaching Islamic Education did

not foster deep understanding or critical thinking among the students. However, once the PBL model was introduced, students were presented with real-world problems related to Islamic values, and they were tasked with collaboratively finding solutions. This shift from a teacher-centered approach to a student-centered one empowered students to take ownership of their learning, which led to greater motivation and a deeper understanding of the material.

In the PBL model, students were encouraged to ask questions, research topics, and collaborate with their peers. This process not only enhanced their critical thinking skills but also encouraged them to apply Islamic principles to real-life situations. For example, in a lesson on charity (Zakat), students were given a problem to solve related to distributing resources to those in need within their community. By working together to find a solution, students developed a practical understanding of the Islamic concept of charity, which went beyond theoretical knowledge and into real-world application.

One of the major strengths of the PBL model was its ability to foster teamwork and collaboration. Students worked in groups, which allowed them to share ideas, discuss different perspectives, and solve problems together. This collaborative environment helped students develop important social skills, such as communication, negotiation, and conflict resolution. Additionally, the PBL model reinforced Islamic values of cooperation, mutual support, and working together for the common good. These values were not only taught in theory but were also practiced during the group activities, making the learning experience more holistic and meaningful.

The use of PBL also created a more engaging and dynamic classroom environment. Students were no longer passive recipients of information; instead, they were actively involved in the learning process. Through hands-on activities, group discussions, and problem-solving tasks, students became more excited about learning. Their enthusiasm was evident in their increased participation in class, as they were eager to share their findings and solutions with their peers. The increased engagement contributed to a better understanding of Islamic concepts, as students were able to relate them to their own experiences and apply them in practical ways.

Another important outcome of this study was the improvement in students' critical thinking and problem-solving abilities. The PBL model required students to analyze information, ask thoughtful questions, and evaluate possible solutions to the problems presented. These skills are essential in developing a deeper understanding of Islamic Education, as students are encouraged to not only memorize facts but also think critically about the teachings and how they can be applied in real-life situations. The development of these higher-order thinking skills also helped students retain and recall information more effectively.

The role of the teacher as a facilitator was crucial in ensuring the success of the PBL model. Instead of being the sole source of knowledge, the teacher guided students through the problem-solving process, providing support and feedback when needed. The teacher's role was to create a learning environment where students felt comfortable asking questions, exploring different ideas, and learning from one another. This approach helped students build confidence in their abilities and encouraged them to take an active role in their learning.

Assessments conducted throughout the study indicated significant improvement in students' learning outcomes. Pre- and post-assessments showed that students' understanding of Islamic concepts had increased, and they were able to apply their knowledge in practical ways. For example, students demonstrated a better understanding of topics like the pillars of Islam and the importance of prayer (Salat). Their ability to connect these teachings to everyday life and reflect on their own practices was also enhanced. The improvement in both knowledge and application of Islamic principles reflected the effectiveness of the PBL model in promoting deeper learning.

In conclusion, the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 0115 Sibuhuan was successful in improving student

learning outcomes. By engaging students in real-world problems and encouraging collaboration, critical thinking, and active participation, the PBL approach helped students develop a deeper understanding of Islamic teachings. This study suggests that PBL is an effective teaching model that can enhance the quality of education in Islamic studies by making learning more meaningful, interactive, and applicable to students' daily lives.

DISCUSSION

The findings from this research highlight the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SD Negeri 0115 Sibuhuan. Before the implementation of PBL, students exhibited low engagement and struggled to make connections between the Islamic teachings and their everyday lives. However, by applying the PBL approach, students were actively involved in their learning, leading to a significant improvement in both their understanding of the material and their enthusiasm for the subject. The shift from a teacher-centered to a student-centered learning environment was a key factor in this positive change.

One of the most important aspects of the PBL model was its focus on real-world problems that are relevant to students' lives. By presenting students with challenges related to Islamic values, such as the concept of charity (Zakat), the model enabled students to engage with the material in a more practical way. This approach not only helped students better understand the theoretical aspects of Islamic teachings but also allowed them to see how these principles could be applied in their daily activities. As a result, students gained a more meaningful and contextualized understanding of the subject matter, which significantly improved their learning outcomes.

Another strength of the PBL model was the emphasis on collaboration and teamwork. By working in groups, students were encouraged to share their ideas, discuss different viewpoints, and solve problems together. This collaborative process helped develop important social skills such as communication, cooperation, and conflict resolution, which are crucial not only in academic settings but also in real-life situations. Moreover, the group activities allowed students to learn from each other, further enhancing their understanding of Islamic concepts and making the learning process more dynamic and engaging.

The teacher's role as a facilitator was pivotal in the success of this approach. Rather than delivering the lesson in a traditional manner, the teacher guided the students through the problem-solving process, providing support when necessary and encouraging independent thought. This shift in the teacher's role allowed students to take ownership of their learning and develop critical thinking skills. The teacher's encouragement and feedback were crucial in motivating students to stay engaged and work through challenges, which ultimately led to a more effective learning experience.

In addition to fostering critical thinking, the PBL model also supported the development of higher-order cognitive skills. As students were tasked with solving problems and applying their knowledge of Islamic principles, they were required to analyze, evaluate, and synthesize information. This deeper level of cognitive engagement helped students better understand the material and retain information more effectively. The PBL model thus encouraged students to move beyond simple memorization and develop skills that are essential for long-term learning and personal growth.

Furthermore, the increased participation and enthusiasm among students were clear indicators of the success of the PBL approach. In the initial stages of the study, many students were passive participants, but by the end of the study, students were actively involved in class discussions, asking questions, and sharing their ideas. This shift in student behavior was a direct result of the more interactive and engaging learning environment created by the PBL model. The increased motivation and active participation

not only improved students' academic performance but also contributed to a more positive classroom atmosphere.

The integration of authentic assessments, which are a key component of PBL, also played a significant role in improving learning outcomes. By assessing students through their ability to solve real-world problems and apply their knowledge, rather than relying solely on traditional tests, the teacher was able to evaluate students' deeper understanding of the material. This method of assessment allowed students to demonstrate their skills in a more practical and meaningful way, which reinforced their learning and provided a more accurate measure of their progress.

Lastly, the positive results observed in this study suggest that the PBL model can be effectively applied in Islamic Education classrooms to enhance both academic performance and personal development. The model's focus on collaboration, real-world problem-solving, and student autonomy provides a rich learning experience that aligns well with the values of Islamic education, such as cooperation, responsibility, and critical reflection. Given the success of this approach at SD Negeri 0115 Sibuhuan, it is recommended that other schools consider adopting the PBL model to improve student learning outcomes in Islamic Education and other subjects.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Problem-Based Learning (PBL) model in Islamic Religious Education (PAI) learning in the material of Welcoming the Age of Puberty can have a positive impact on improving student learning outcomes. The conclusions that can be drawn from this study are as follows; 1) The implementation of PBL increases student engagement. The PBL model can encourage students to be more actively involved in the learning process. In cycle I, student involvement was still low, but in cycle II, students showed a significant increase in actively participating in group discussions and presentations.; 2) Improvement of Material Understanding. After the implementation of the PBL model, students' understanding of the material of Welcoming Puberty has increased. Most students are able to understand the concept of puberty and religious obligations related to puberty, and are able to relate the material to their daily lives; 3) Improvement of Critical Thinking Skills. The implementation of PBL also has a positive effect on students' critical thinking skills. Students are better able to analyze, ask questions, and solve problems related to the topic of puberty. They are not only able to answer questions, but also think more deeply about the consequences of changing the age of puberty; 4) Improvement of student learning outcomes. Based on the results of the pretest and posttest evaluations, there was a significant increase in student learning outcomes. The average score of students increased between the pretest and posttest in cycles I and II, showing that PBL was effective in increasing the understanding and mastery of the material by students; 5) Positive Reflection from students. Students gave positive feedback on the implementation of the PBL model. They feel more interested and motivated to learn because of the interactive and problem-based learning.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.

- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.

- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

