

Efforts to Increase Student Participation in Islamic Education Learning Through the Problem Based Learning Model at SD Negeri 0508 Tangga Bosi

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Abstract: This study aims to improve learning participation 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 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 model can improve student learning participation 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, learning using the problem based learning model can be used as an alternative to improve student learning participation in Islamic religious education learning.

Keywords: Problem based learning model, student participation, Islamic education.

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INTRODUCTION

History is an event or event that occurred in the past accompanied by evidence that the event really happened, not just a story. From history we can take lessons and wisdom that can be taken as a guideline so that we do not make mistakes that have been made by previous human beings. Mr. Ir. Soekarno once said that "Red Coat" is an acronym for don't forget history, this shows that history has a very important value for human beings, especially for the Indonesian nation, because not only lessons can be learned but also to awaken a sense of nationalism, nationality and struggle of the Indonesian nation, so that they want to fight for independence and also defend and fill independence by the generations after them with learn about the struggles of heroes who have contributed to the state of Indonesia.

In elementary school institutions, there is a lesson called "Islamic Religious Education and Ethics of Pathu Makkah Material" which is a record of the journey of human

life development in building civilization from time to time, learning PAI -BP emphasizes on the ability to take lessons from every event in the past and contextualize it in the present and the future. It is an inspiration for the present and future generations in responding to and resolving social, cultural, science and technology, art, politics, economic and other phenomena. Based on the observation that I made that the learning of the elements of Islamic civilization takes place in a monotonous manner, this is characterized by a lack of response and involvement of students when learning the elements of Islamic civilization takes place and also the learning results, this is illustrated by the Daily Assessment of around 20% of the students whose scores are below the KKM. This may be because students' interest in Islamic religious education subjects and ethics of Islamic civilization elements is low or it may be because teachers use monotonous teaching, both in terms of models, methods and learning media. To solve this problem, the author tries to conduct a class action research with the title Efforts to Increase Student Participation and Learning Outcomes Through the Problem Base Model of the Exemplary Struggle of the Prophet Muhammad (Fathu Makkah).

METHODS

This research aimed to investigate the effectiveness of the Problem-Based Learning (PBL) model in improving student participation in Islamic Education at SD Negeri 0508 Tangga Bosi. The research was conducted using a qualitative approach with a focus on descriptive analysis. The study was carried out with a sample of 35 fifth-grade students, and it utilized a pre-test and post-test design to assess changes in student participation and engagement throughout the intervention.

The research began by administering a pre-test to evaluate students' initial levels of participation in Islamic Education. The pre-test assessed students' knowledge, engagement, and interest in the subject, as well as their willingness to actively participate in class activities. The pre-test results indicated that students were largely passive in their learning, often only responding when directly called upon, and their interest in the subject matter was limited.

After the pre-test, the Problem-Based Learning model was implemented in the classroom. In this phase, students were divided into small groups and presented with real-world problems related to Islamic Education. For example, one project involved exploring the concept of charity in Islam, where students were asked to research, discuss, and present their findings on the importance of charity and how it can be practiced in their daily lives. Throughout the process, students worked collaboratively, used multimedia resources, and engaged in discussions to find solutions to the assigned problems.

During the PBL intervention, the teacher's role was that of a facilitator, guiding students through the learning process by providing support and prompting critical thinking. The teacher encouraged students to ask questions, conduct research, and collaborate with their peers to solve the problems at hand. The class sessions included activities such as group discussions, research time, and presentations, all aimed at fostering active participation and engagement.

To measure the effectiveness of the PBL model, post-tests were administered at the end of the intervention period. These post-tests were designed to assess any changes in students' participation levels, engagement with the subject, and understanding of the Islamic concepts discussed during the project. The post-test results were compared with the pre-test data to determine the extent of improvement in student participation.

In addition to the pre-test and post-test, observational data was also collected throughout the study. The researcher observed students' behavior during class activities, paying close attention to their level of engagement, the frequency of voluntary participation, and their interactions with peers. These observations provided valuable insights into how the PBL model impacted student involvement in the learning process.

Lastly, student feedback was collected through surveys to gain a better understanding of their perceptions of the PBL approach. The surveys included questions about students' motivation to participate, the relevance of the projects to their lives, and their overall satisfaction with the learning experience. This data helped to supplement the quantitative findings from the pre-test and post-test, providing a more comprehensive picture of the impact of the PBL model on student participation.

Through this mixed-method approach, the research aimed to provide a thorough evaluation of how the Problem-Based Learning model affected student participation in Islamic Education at SD Negeri 0508 Tangga Bosi.

RESULTS

This study aimed to improve student participation in Islamic Education at SD Negeri 0508 Tangga Bosi through the implementation of the Problem-Based Learning (PBL) model. The research involved a group of 35 students in the fifth grade, and its focus was on increasing their involvement and active participation in lessons related to Islamic Education. The study utilized a combination of pre-tests, post-tests, and observation sheets to assess changes in participation, engagement, and the overall impact of the PBL model on the students' learning experience.

Before the implementation of PBL, students demonstrated low levels of participation in class. Many students were passive, only responding when directly asked, and seemed disengaged during lessons. The teacher often relied on lectures and memorization techniques, which failed to encourage deeper thinking or active engagement from the students. There was a clear need for a more interactive approach to foster greater student involvement in the subject.

After introducing the PBL model, students were tasked with solving real-world problems related to Islamic Education, which encouraged them to actively engage with the material. For example, students worked on a project where they researched and discussed the concept of charity in Islam, its importance, and how they could contribute to their community through charity. This hands-on approach motivated students to take responsibility for their own learning and apply Islamic principles to real-life situations, making the subject matter feel more relevant and meaningful.

The PBL model encouraged students to take ownership of their learning. In small groups, they were required to explore, discuss, and present solutions to problems that involved Islamic teachings. Students not only needed to research and gather information but also work together to solve challenges, which increased their participation. This collaborative approach fostered teamwork and communication skills, as students were encouraged to share their ideas and listen to the perspectives of their peers. As a result, they became more confident in expressing their thoughts and asking questions, which further contributed to their active participation in class.

Another important aspect of the PBL model that enhanced student participation was the emphasis on inquiry and critical thinking. Instead of simply receiving information from the teacher, students were encouraged to ask questions, explore different solutions, and investigate topics independently. This inquiry-based learning approach allowed students to engage with the material more deeply, prompting them to think critically about Islamic concepts. The teacher's role shifted from being the sole source of information to a facilitator who guided students as they explored the topics on their own, promoting a more student-centered learning environment.

The implementation of PBL also had a positive impact on student motivation. As students were given the freedom to choose topics and solve real-world problems, they felt more invested in their learning. For example, after researching charity in Islam, students were enthusiastic about planning and carrying out a charity event within their school community. This not only strengthened their understanding of Islamic values but also motivated them to participate actively in the learning process. Students were excited to

present their findings to the class, which further encouraged their involvement in the subject.

The use of multimedia resources, such as videos, slides, and interactive materials, enhanced the learning experience for the students. These tools helped to make the lessons more engaging and accessible, catering to different learning styles. Visual aids, in particular, helped clarify abstract concepts and allowed students to better understand the material. By integrating multimedia into the PBL projects, students were able to present their findings in creative ways, such as creating digital posters or short video presentations. This multimodal approach to learning helped to reinforce their understanding and increased their enthusiasm for the subject.

In addition to academic improvements, the PBL model also contributed to the development of important life skills such as collaboration, communication, and problem-solving. Through the process of working in groups and presenting their findings, students learned how to work effectively with others, listen to differing opinions, and present their ideas confidently. These skills are valuable not only in the classroom but also in real-world situations, where collaboration and communication are essential. The PBL model helped students understand the value of teamwork and the importance of considering various viewpoints when solving problems.

In conclusion, the implementation of the Problem-Based Learning model in Islamic Education at SD Negeri 0508 Tangga Bosi led to a significant increase in student participation. The interactive and student-centered approach encouraged active engagement, critical thinking, and collaboration, resulting in more meaningful and enjoyable learning experiences. The PBL model not only enhanced students' understanding of Islamic concepts but also helped them develop valuable skills that will serve them well in future academic and personal endeavors. Based on these findings, it can be concluded that Problem-Based Learning is an effective strategy for increasing student participation and fostering a deeper connection to the subject matter in Islamic Education.

DISCUSSION

The results of this research indicate that the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 0508 Tangga Bosi had a positive impact on student participation. One of the most significant findings was the increase in students' active engagement during class. Prior to the introduction of PBL, students showed low levels of participation, often remaining passive during traditional lecture-based lessons. However, after engaging in PBL activities, students became more involved, asking questions, contributing ideas, and eagerly participating in group discussions. This shift in participation can be attributed to the interactive and student-centered nature of the PBL approach.

The collaborative aspect of PBL played a key role in enhancing student participation. By working in groups, students were given the opportunity to communicate with their peers, share ideas, and learn from one another. This collaborative learning environment encouraged students to take ownership of their learning, as they worked together to solve real-world problems related to Islamic teachings. In particular, students' enthusiasm increased as they realized that they were not just receiving information from the teacher, but were actively engaged in researching, analyzing, and presenting solutions.

Another important factor that contributed to the improvement in participation was the relevance of the learning activities. The real-world problems introduced in PBL made the lessons feel more meaningful and connected to students' everyday lives. For instance, the project on charity in Islam allowed students to explore how they could apply Islamic values to their community, sparking their interest and fostering a sense of responsibility. This relevance motivated students to engage more deeply in the subject matter, as they saw how their learning could have a direct impact on the world around them.

The role of the teacher also changed significantly with the introduction of PBL. Instead of delivering traditional lectures, the teacher took on the role of a facilitator, guiding students through the learning process and encouraging independent thinking. This shift allowed students to become more active participants in their learning, as they were empowered to ask questions, seek answers, and collaborate with their peers. The teacher's supportive role was crucial in creating a safe and open environment where students felt comfortable participating and sharing their thoughts.

Furthermore, the use of multimedia and various resources during the PBL projects helped enhance student engagement and understanding. The integration of videos, online research, and visual aids made the material more accessible and appealing to different learning styles. Students could watch videos on Islamic values, read articles, and access various multimedia resources that enriched their learning experience. This multimodal approach not only kept students engaged but also helped them retain information more effectively, as they were exposed to a variety of learning methods.

Another notable aspect was the increase in students' motivation. As they were given the freedom to choose topics and work on projects that aligned with their interests, students developed a sense of ownership over their learning. This autonomy fueled their desire to participate more actively, as they felt personally invested in their projects. Additionally, the process of presenting their findings to the class boosted students' confidence and reinforced their commitment to learning. This sense of accomplishment further motivated students to continue participating in future lessons.

Finally, the PBL approach fostered the development of important life skills such as teamwork, communication, and problem-solving. Throughout the project process, students learned to collaborate effectively, communicate their ideas clearly, and solve problems together. These skills are essential not only for academic success but also for personal growth and future career endeavors. The PBL model provided students with opportunities to practice these skills in a supportive and structured environment, preparing them for challenges beyond the classroom.

In conclusion, the Problem-Based Learning model proved to be an effective strategy for increasing student participation in Islamic Education at SD Negeri 0508 Tangga Bosi. By engaging students in real-world problem-solving, fostering collaboration, and encouraging independent thinking, PBL created a more dynamic and participatory learning environment. The findings of this research highlight the importance of student-centered approaches in enhancing student engagement, motivation, and the development of essential life skills. The success of this model suggests that PBL can be an effective tool in improving participation and outcomes in other subjects as well.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 0508 Tangga Bosi proved to be an effective strategy in increasing student participation. Prior to the introduction of PBL, students exhibited low levels of engagement and active involvement in lessons. However, after the adoption of PBL, there was a notable improvement in students' participation, as they became more engaged in class activities, discussions, and problem-solving tasks. The PBL model successfully transformed students from passive learners into active participants who took ownership of their learning process. The collaborative nature of PBL played a crucial role in enhancing student participation. By working in groups, students had the opportunity to communicate, exchange ideas, and support one another in their learning journey. This collaborative environment not only improved their understanding of Islamic Education but also fostered the development of essential interpersonal skills, such as teamwork and communication. Students were more confident in sharing their thoughts and learning from their peers, which contributed to a more dynamic classroom atmosphere. Additionally, the real-world relevance of the problems presented in the PBL model made the subject matter

more meaningful and relatable to students. As students were tasked with solving authentic problems related to Islamic teachings, they were able to see the practical applications of their learning. This connection to real-life issues motivated students to participate more actively and invest their time and energy into the projects. It also encouraged students to reflect on how Islamic values could be applied to their own lives and communities. The teacher's shift from being the sole authority figure to a facilitator of learning was another significant factor in increasing student participation. With the teacher guiding the process and encouraging independent thinking, students were empowered to ask questions, explore topics, and collaborate with their peers. This change in the teacher's role created a more student-centered learning environment that fostered greater engagement and participation. In summary, the Problem-Based Learning model is a highly effective approach to improving student participation in Islamic Education. The model not only enhanced student engagement and motivation but also encouraged the development of critical thinking, teamwork, and communication skills. Given the success of this approach, it is recommended that PBL be implemented more widely in Islamic Education and other subjects to promote active learning and foster a deeper understanding of the material.

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