

Improving Student Learning Outcomes Through the Application of Problem Based Learning Models on the Material of Caring for Orphans at SD Negeri 26 Leupung

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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 49.71%, the first cycle 79.39% and in the second cycle increased to 89.96%. 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 religious education.

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INTRODUCTION

Character education is one of the important aspects in the learning process in schools, especially in developing moral and social values in students. One of the values that is very important to be instilled from an early age is empathy and concern for others, especially for less fortunate children, such as orphans. In this context, the material about caring for orphans contained in the Al-Ma'un Letter (QS. Al-Ma'un) is very relevant to be taught in grade 5 of elementary school. However, based on the results of initial observations at SD Negeri 26 Leupung, many students still have difficulty in understanding the deep meaning of the verse and do not show sufficient understanding related to the social values contained therein. The learning process that has been carried out so far tends to be conventional and does not involve active participation of students in studying the material. This results in a low level of understanding and a lack of empathy for orphans among students. For this reason, a more interesting and effective learning approach is needed so that students not only understand the material cognitively, but can also apply

the values taught in everyday life. One of the learning models that can be applied to improve students' understanding and involvement is Problem Based Learning (PBL).

Islamic education plays a crucial role in shaping the character and understanding of noble values in students from an early age. One of the important materials in the Islamic Religious Education (PAI) curriculum at the Elementary School (SD) level is about loving orphans. This material not only aims to provide theoretical knowledge about the concept of orphans in Islam, but also to foster empathy, social concern, and real action in helping those in need. However, the delivery of this material is often dominated by lecture methods and rote assignments, so it is less effective in instilling deep understanding and moving students to internalize these values. At SD Negeri 26 Leupung, as in many other elementary schools, the material on loving orphans is an integral part of PAI learning. However, challenges in achieving optimal learning outcomes on this material remain. Students may cognitively understand the obligation to love orphans, but are not necessarily able to apply it in their daily lives. The lack of active student involvement in the learning process can cause this material to feel abstract and less relevant to their experiences. Therefore, innovation is needed in learning methods that can increase active student participation, develop critical thinking skills, and encourage them to relate learning materials to real-life contexts.

The Problem Based Learning (PBL) model offers an approach that has the potential to overcome these challenges. PBL is a learning model that confronts students with an authentic and ill-structured problem, which encourages them to collaborate, seek information, analyze situations, and formulate solutions. In the context of caring for orphans, PBL can be designed in such a way that students are faced with case studies, stories, or real situations involving orphans. Through this problem-solving process, students not only learn about the concepts and laws related to orphans in Islam, but also develop a deeper understanding of the feelings, needs, and challenges faced by them. The application of the PBL model in learning the material of caring for orphans at SD Negeri 26 Leupung is expected to create a more meaningful and relevant learning experience for students. By working in groups, students will discuss, exchange ideas, and learn from the perspectives of their peers. This process not only improves conceptual understanding but also develops social and collaboration skills. In addition, PBL encourages students to seek information from various sources, including the Quran, Hadith, and other relevant sources, thus strengthening their understanding of the basics of Islamic teachings related to this material.

Furthermore, PBL provides an opportunity for students to develop critical thinking and problem-solving skills. When faced with complex problems related to orphans, students are required to analyze the situation, identify the root of the problem, and formulate appropriate solutions based on Islamic principles. This process trains students to think logically, systematically, and creatively, skills that are very valuable not only in the context of Islamic Religious Education learning but also in their lives as a whole. Thus, the implementation of PBL is expected to go beyond simply improving cognitive learning outcomes and contribute to the formation of students' characters who care and are socially responsible. This study aims to examine in depth the implementation of the Problem Based Learning (PBL) learning model in improving student learning outcomes on the material of caring for orphans at SD Negeri 26 Leupung. The main focus of this study is to analyze the effectiveness of PBL in improving students' understanding of concepts related to orphans in Islam, their ability to apply these values, and the impact of PBL on student motivation and engagement in the learning process. The results of this study are expected to provide a significant contribution to the development of more innovative and effective Islamic Religious Education learning strategies, especially in materials that emphasize the formation of character and social awareness of students.

Through this study, it is expected to clearly identify how the steps of PBL implementation are carried out in the context of learning the material of loving orphans at SDN 26 Leupung. In addition, this study will also analyze the supporting and inhibiting

factors in the implementation of PBL, as well as how teachers overcome these challenges. By understanding the implementation process comprehensively, this study is expected to provide practical recommendations for teachers and schools in optimizing the use of the PBL model to improve the quality of Islamic Religious Education learning. Ultimately, this research on improving student learning outcomes through the application of the Problem Based Learning learning model on the material of loving orphans at SDN 26 Leupung is expected to provide a significant contribution to the world of Islamic education. The results of this study are expected to be an inspiration and guide for educators in developing more innovative, interesting, and effective learning methods, so that the objectives of Islamic Religious Education learning, especially in instilling the values of compassion and social concern, can be achieved optimally. Thus, the next generation of the nation can grow into individuals who are not only intellectually intelligent but also have noble hearts and care for others, especially those in need such as orphans.

This model invites students to solve real problems that are relevant to the material being studied, so that they can be more active in critical thinking, collaborating, and gaining deeper experiences. Through the application of the PBL model, it is expected that students can more easily understand the contents of QS. Al-Ma'un, and are able to internalize the values contained therein, such as empathy and concern for orphans. In addition, with the PBL approach, students are expected to be more involved in learning, increase motivation, and achieve more optimal learning outcomes. Based on this background, this study aims to improve student learning outcomes through the application of the Problem Based Learning learning model on the material of caring for orphans (QS Al-Ma'un) in grade 5 of SDN 26 Leupung.

METHODS

Classroom Action Research (CAR) is a type of research conducted by educators in their own classrooms with the aim of improving the quality of learning and student learning outcomes. CAR aims to find solutions to problems found in the learning process, as well as improve existing learning practices. Characteristics of Classroom Action Research (CAR): 1) Practical Objectives: The main focus of CAR is to improve the quality of learning and student learning outcomes in the classroom, with solutions that can be directly applied; 2) Conducted in Class: This research is conducted in the classroom with real subjects, namely students who study in the class; 2) Cyclic Process: CAR is conducted in a cycle or repeated stages, which include planning, action, observation, and reflection. This cycle is carried out several times to achieve optimal improvement; 3) Participatory: Teachers as researchers and practitioners are directly involved in the process of change and improvement that is being carried out.

Steps of Classroom Action Research (CAR). This research was conducted in two cycles, with the following steps: 1) Cycle 1: In the first cycle, the teacher will introduce the values contained in Surat Al-Ma'un and implement problem-based learning by organizing students to learn independently or in groups, develop and present work results, analyze and evaluate problem-solving results aimed at improving and increasing the quality of learning practices; 2) Cycle 2: Based on the results of the reflection from the first cycle, improvements will be made at the planning and implementation stages in the second cycle. In the second cycle, activities that are more authentic to students to learn, develop and present work results, analyze and evaluate the problem-solving process in the material of caring for orphans in Surat Al-Ma'un. The research variable is an attribute or nature or value of a person, object, organization, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2016: 68). The variables in this study consist of independent variables (free variables) and dependent variables (bound variables). Variables that are often referred to as stimulus variables, predictors, antecedents. Independent variables are variables that influence or cause changes or the emergence of dependent variables (bound) (Sugiyono, 2016:68). The

independent variables used in this study are the Problem Based Learning learning model. Dependent or bound variables are variables that are influenced or caused by the existence of independent variables (Sugiyono, 2016:68). The dependent variable used in this study is the purchasing decision. Purchasing decisions are an integration process used to combine knowledge to evaluate two or more alternative behaviors and choose one of them. (Peter and Olson 2013:163). The dependent variable in this study is the learning outcomes of students in studying the material of Q.S. Al-Ma'un.

The population in this study were all 5th grade students of SDN 0915 Pasir Pinang who were registered in Elementary School (SD) in the 2024/2025 academic year. This population was chosen because 5th grade students of SDN 0915 Pasir Pinang are an age group that is in a fairly rapid character development phase, so it is easier to shape and influence through character education. 5th grade students of SDN 26 Leupung have the capacity to understand the moral and social values contained in Surah Al-Ma'un, and can be involved in social activities aimed at increasing concern for orphans. Therefore, this study will focus on 5th grade students who have a basic understanding of religious teachings and social values. The sample of this study is a group of 5th grade students of SDN 26 Leupung who will be taken by purposive sampling or purposeful sampling. The purposive sampling technique was chosen because this study aims to obtain in-depth information about students who meet certain criteria, namely 5th grade students of SDN 26 Leupung who have the potential to be taught social care values through problem based learning (PBL).

Research sample criteria: 1) 5th grade students of SDN 26 Leupung who are involved in PBL learning with the Al-Ma'un Letter approach; 2) Students who have basic skills in understanding religious teachings and social morality; 3) Students who are willing to actively participate in social activities related to orphans. For the purpose of this study, 15 5th grade students of SDN 26 Leupung will be selected as research samples. This number of samples was chosen based on considerations of a representative number to provide a sufficient picture of the impact of problem based learning on the character of students' social care. With this sample, the results of the study are expected to reflect changes in attitudes and behavior of students' social care in general, even though this study was conducted in one school.

Sampling in this study was conducted using purposive sampling technique, where the sample was selected based on certain criteria that are in accordance with the objectives of the study. This technique is used to ensure that students involved in the study have a relevant basic understanding of social character and religious values, and their attitude changes can be measured after participating in problem-based learning. This study only involved students at SD 26 Leupung, so the results of this study are more limited to the context of the school. However, with a good research design, the results of this study are expected to contribute to the development of character education and broader problem-based learning, especially in the context of teaching social awareness to students in elementary schools.

The types of data used in this study are qualitative and quantitative. Qualitative data, namely data presented in the form of verbal words rather than in the form of numbers. Qualitative data in this study includes a general description of the study, including the condition of teachers, the condition of students, the condition of facilities and infrastructure, assessment standards and implementation of class assessments, and the effectiveness of Islamic Religious Education learning. Quantitative data is a type of data that can be measured or calculated directly, in the form of information or explanations expressed in numbers or in the form of numbers. In this case, the quantitative data needed is the number of teachers, students and employees, the number of facilities and infrastructure, and the results of the questionnaire. The type of research data is related to the data source and the selection of methods used by the author to obtain research data. The types of data collected in the study are: 1) Observation or Observation of the

implementation of learning; 2) Documentation during the activity; 3) Student learning outcomes in the form of post-test scores that have been implemented.

According to Arikunto (2010:107) data sources are subjects from which data can be obtained. The data sources for this study are primary and secondary data sources. Primary data sources are informants (people) who can provide information about research data. The informants in this study were grade 5 students of SDN 26 Leupung consisting of 15 students in grade 5. This is a consideration to determine the extent of student success in learning provided by implementing the use of the Problem-based learning model in PAI and BP learning on Q.S. Al-Ma'un material. Secondary data sources are sources that do not directly provide data to data collectors. The data source is learning outcome data collected by other people, supporting data in this study is data from the Principal and administration of SDN 26 Leupung. The types of secondary data used in this study are activities, locations and documentation.

In detail, the secondary data sources used in implementing this study include: 1) Observation Results during the research process; 2) Processing data obtained from grade V students regarding student learning outcomes using the problem-based learning model on Q.S. Al-Ma'un material. This observation sheet consists of an observation sheet for teachers and an observation sheet for students/ This observation sheet was made by the author which will later be used to observe the learning process of Islamic Religious Education (PAI) which took place during the action research. Documentation is carried out before, during and after the research activities take place to fulfill the needs of the report. A written test will later be made by the author which contains questions in the form of essays or descriptions. This test is used to collect information about the learning outcomes of students in learning Islamic Religious Education (PAI) after the action research was carried out or before the action research to determine whether there was an increase in learning outcomes. The written test will later be carried out to obtain information related to the learning outcomes of Q.S. Al-Ma'un with the application of the PBL method.

This research is a classroom action research, because the research was conducted to solve learning problems in the classroom. This research is also descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Oja and Sumarjan (in Titik Sugiarti, 1997: 8) action research is divided into four types, namely (a) teachers acting as researchers, (b) collaborative action research, (c) Simultaneous integrated, and (d) experimental social administration. The data analysis technique used in this PTK is descriptive qualitative analysis, namely analysis that emphasizes the discussion of data and research subjects by presenting data systematically. Descriptive qualitative analysis is used to describe students' learning motivation in Islamic Religious Education subjects. This analysis includes the value of learning outcomes after the implementation of the cooperative learning model. In addition, descriptive qualitative analysis is used to describe students' learning motivation, teachers' abilities in managing learning, and students' responses during learning.

In this action research, the teacher is the researcher, the person in charge of the action research is the practitioner (teacher). The main objective of this action research is to improve learning outcomes in the classroom where teachers are fully involved in the research starting from planning, action, observation and reflection. In this study, the researcher did not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a permanent teacher and was carried out as usual, so that students did not know that they were being studied. In this way, it is hoped that subjective data can be obtained for the validity of the data needed. This research will be stopped if learning completion has reached 85% or more. So in this study, researchers do not depend on the number of cycles that must be passed.

In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The steps in the next cycle are revised planning, action,

observation, and reflection. Before entering cycle 1, preliminary actions were carried out in the form of identifying problems.

Observation is divided into two cycles, namely cycle I and II where each cycle has the same activity flow and discusses one sub-chapter of the main topic which ends with a formative test at the end of each cycle. Using two cycles with the intention of improving the teaching system that has been implemented. For more details, see the following scheme:

PTK Cycle Concept Map. Data analysis is the process of systematically searching for and compiling data obtained from the results of the implementation of the cycle that the author has explained. The researcher goes directly to the field, researches by teaching, carries out cycles I and II as a data collection process. At this stage, the researcher prepares learning devices consisting of lesson plan 1, LKPD 1, formative test questions 1, and supporting teaching tools. The implementation of teaching and learning activities for cycle I was carried out in September (First Meeting) at SD Negeri 26 Leupung with 15 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test I with the aim of determining the level of student success in the teaching and learning process that has been carried out.

At this stage, the researcher prepared learning devices consisting of lesson plan 2, LKS 2, formative test questions II, and supporting teaching tools. The implementation of teaching and learning activities for cycle II was carried out in September the following week at SD Negeri 26 Leupung with 15 students. In this case, the researcher acted as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II. Observations were carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students were given a formative test II with the aim of determining the level of student success during the teaching and learning process that had been carried out. The instrument used was formative test II.

RESULTS

SD Negeri Leupung 26 State is very strategically located at the end of Huristak District, Padang Lawas Regency, precisely on the Lc Ramba-Pasir Pinang road. Negeri 0915 Pasir Pinang Elementary School is a place for teaching and learning activities, has 6 study rooms and 1 (principal's room and teacher's room, 4 small rooms for boys and girls which are all in separate places. Negeri 0915 Pasir Pinang Elementary School, this was originally built from scratch or empty land, all educators are expected to continue to develop their competencies, in order to create a learning atmosphere according to expectations. Negeri 0915 Pasir Pinang Elementary School has teachers and educational staff with educational qualifications according to their competencies. The educational qualifications possessed by Negeri 0915 Pasir Pinang Elementary School are as follows: 1) Has 1 principal with a Bachelor's degree in education; 2) Has 4 P3K teachers with a Bachelor's degree in education, and Islamic Religious Education; 3) Has 4 honorary teachers with a Bachelor's degree in education; 4) Has 1 School Administration Personnel with a Bachelor's degree in education

Regarding facilities and infrastructure, in learning activities, of course, it cannot be separated from one of the main roles of equipment and learning resources. The availability of equipment and learning resources is one of the important factors that must be present in the learning process. From the results of the orientation conducted before entering the first cycle, there were several problems encountered by the researcher during the learning carried out by the teacher before the researcher carried out the cycle. The problems obtained include the following: 1) The results of students' PAI learning are not optimal; 2)

The teacher only uses the dictation method and takes notes; 3) The results of students' learning are still below the KKTP standard. From several problems encountered by the researcher, based on the results of this observation, it can be concluded that the low results of students' PAI learning are caused by these problems.

The results of the cognitive diagnostic assessment can be seen in the following table: From the results of student learning in the implementation of cycle I, the average score is 72.66 with the lowest score of 55 and the highest score of 85, of which 4 students scored below 70 and 11 students scored above 70. If calculated based on the percentage of learning completion, only 73% of students have completed it, and 27% of students have not completed it. Based on the results of the PAI learning, the average value and percentage of student learning completion can be calculated, namely: Of the 15 students, 11 students (73%) achieved a score above the KKM 70, which means they are declared complete. However, there are still 4 students (27%) who have not achieved the KKM score, namely Azizah, Jaksa Hamonangan, Siti Azizah Harahap, Rokkaya Harahap. This shows that although most students have succeeded in achieving the target, there are a number of students who still need more attention in the teaching and learning process. The average score obtained by students in Cycle I was 72.66, slightly above the KKM, but indicating that there is still room for improvement. This value indicates that the learning strategy implemented has had a positive impact, but still needs to be optimized, especially for students who have not completed it.

Students who have not completed the course: 4 students who have not completed the course have scores below the KKM, and need to be given special interventions, such as additional guidance or learning strategies that are more appropriate to their needs. Student with special needs (Rahmaini): This student with special needs managed to achieve completion with a score of 70. This shows that the approach taken for students with special needs was quite successful, but still requires attention to improve their abilities further. The students with the highest scores in Cycle I were Minta Ito and Zahra Hasibuan, who each got a score of 85. Meanwhile, the student with the lowest score was Rokkaya Harahap with a score of 55, who needed more intensive guidance to achieve completion. Overall, the results of Cycle I show that the majority of students have achieved learning completion, but there are some students who need additional support. This is a reflection material to improve learning strategies in the next cycle by giving special attention to students who have not completed the course and evaluating the learning methods that have been applied. After the actions from cycle I were completed, the researcher conducted a reflection on the problems that arose during the actions in cycle I while planning the implementation of corrective actions carried out in the learning action process in cycle II. The results of the reflection can be seen below.

In Cycle I, learning outcomes showed that 73% of students had achieved completion, with an average class score of 72.66. This indicates that the learning method applied, namely Problem-Based Learning (PBL), has a positive impact on most students. Students are also more active in participating in learning activities, especially in the group discussion process and the projects given. Students with special needs (Rahmaini) managed to achieve completion with a score of 70, which is an important achievement in efforts to realize inclusive learning in the classroom. This shows that the learning approach that pays attention to individual needs has started to run well.

Although the majority of students have achieved completion, there are still 27% of students who have not reached the Minimum Completion Criteria (KKM) standard set, namely Azizah, Jaksa Hamonangan, Siti Azizah Harahap, Rokkaya Harahap. Their scores are below the KKM, with a range of 55 to 65, indicating that they need additional assistance. Factors that may influence this incompleteness include: 1) Incomplete understanding of the material: Students who have not completed the course tend to have difficulty understanding the concept of the material in depth, so that their learning outcomes are not optimal; 2) Limited time in understanding the material: Some students need more time to understand key concepts, and the methods used may not be entirely

suitable for them; 3) Concentration and motivation to learn: There are indications that some students lack focus during learning, either due to lack of interest in learning or other external factors.

Based on the results of observations and data analysis of Cycle I, several improvement steps that can be applied to Cycle II include: 1) Strengthening PBL learning: To help students who have not yet completed the course, the PBL learning strategy needs to be optimized, such as providing additional assignments that are in accordance with the level of student ability or providing more flexible learning time; 2) Special assistance for students who have not yet completed the course: Students who have not reached the KKM need to receive special guidance, either in the form of peer tutors or additional, more focused learning sessions; 3) Increasing student learning motivation: An approach that can increase student interest and motivation to learn is needed, such as linking material to real experiences or using more interactive learning media; 4) Better time management: Some students who need more time to understand the material need to be given more time for the learning process. In addition, time management in the projects given must be more effective.

The activities carried out in cycle II include planning, implementation, observation, and reflection. The initial stage is: a review of Islamic Religious Education learning with the learning material Loving Orphans (Memorizing Surah Al Ma'un) for class V of SDN 0915 Pasir Pinang, Huristak District, Padang Lawas Regency, semester 1, identification of problems including materials, characteristics of students and classroom atmosphere, learning methods/approaches, media, student worksheets and evaluations, as well as compiling teaching modules and preparing observation sheets. In this stage, the researcher carried out learning with PBL, learning in this cycle can be described as follows: This meeting lasted 105 minutes. The research conducted by the researcher at the first meeting was conducted on Tuesday, November 19, 2024 at 08.00-10.15. which discussed: Loving Orphans (Surah Al Maun). The implementation of cycle II was carried out in one meeting, consisting of preliminary activities, core activities, and closing activities. The description of the implementation activities of cycle II learning is as follows: II in the form of data from observations and student learning outcome tests. Data from observations are the results of observations of teacher activities and student activities during learning. So the total score obtained from observations of teacher activities in learning is 66, with an average result of 4.4. So from the description of the assessment category, it can be concluded that the teacher's ability in PBL learning is classified as satisfactory.

Based on the number of scores and average values obtained from cycle II, namely 24 with an average value of 3.4. From the description of the observation assessment category, it can be concluded that the activities of students in following the learning process using differentiated learning in cycle II are classified as good. After conducting the cycle II instrument test on the PBL learning process, an increase in ability was found before the action was carried out. Learning outcomes in the Memorization Skills material in cycle II can be seen in the table below: From the description above, it can be seen that the learning outcomes of students in cycle II are based on the values obtained in relation to the Minimum Completion Criteria (KKM), which is set at 70. This assessment includes whether the students have completed or not completed according to the KKM. 1) This data contains the learning outcomes of 15 students consisting of regular students and one student with special needs (Ahmad Arjuna, ABK). 2) Minimum Completion Criteria (KKM). The KKM used in the evaluation of cycle II is 70. Students who get a score of ≥ 70 are declared to have completed, while students who get a score < 70 are declared not yet completed. All students in cycle II managed to get a score of ≥ 70 , so all students were declared to have completed this learning.

From this data, several students stand out with a maximum score of 100, such as Devi Afsari, Lia Alfia Siregar, Suci Rayani. Students with special needs, Rahmaini (ABK), achieved a score of 90, which indicates that she has successfully achieved completion

according to the KKM. Overall, the average class score has not been calculated. However, with many students getting high scores (such as some who achieved a score of 100), it is estimated that the class average is above the KKM.

Based on the table, all students were declared complete in cycle II, which means that there were no students who had not completed it. This shows that the differentiated learning strategy in cycle II has succeeded in helping all students achieve or even exceed learning targets. The data in cycle II showed very positive results, where 100% of students achieved completion. This increase can be used as a reference that the strategy applied in cycle II is very effective in improving student learning outcomes. This success indicates that there is no need for additional cycles, because the learning targets have been achieved as a whole. In Cycle II, all students (100%) achieved completion with an average score of 87.66 above the KKM (70). Problem Based Learning (PBL)-based learning has proven effective. Students actively collaborate, are more involved in discussions, and show an increase in understanding the material. Students with special needs (Rahmaini) also achieved completion, indicating that the inclusive approach is working well. Learning speed varies, some students need more time to understand the material. Student motivation and focus are not evenly distributed, some students still need extra encouragement. Time management for project completion needs adjustment.

DISCUSSION

The discussion on improving student learning outcomes through the implementation of the Problem-Based Learning (PBL) model on the subject of caring for orphans at SD Negeri 26 Leupung involves an in-depth analysis of the implementation process, the impact on student understanding, skill development, and the challenges and solutions encountered. The application of PBL in the context of this material aims to shift the learning paradigm from teacher-centered to student-centered, where students are actively involved in solving authentic problems related to the lives of orphans. The initial step in implementing PBL on the subject of caring for orphans at SD Negeri 26 Leupung is the presentation of real and relevant problems or situations related to the lives of orphans. These problems can take the form of case studies about the difficulties faced by orphans, inspiring stories about the success of orphans, or even simulations of activities involving sharing with orphans. The purpose of presenting these problems is to spark students' curiosity, motivate them to learn, and help them connect the subject matter with real-life contexts.

After the problem is presented, students are divided into small groups to collaborate in finding solutions. Within the groups, students discuss, exchange ideas, identify the information they need, and plan strategies to solve the problem. The teacher acts as a facilitator, guiding students in the critical thinking process, providing direction when necessary, and ensuring that all group members actively participate. This collaborative process not only helps students understand the material more deeply but also develops their social and communication skills. During the problem-solving process, students are encouraged to seek information from various sources, such as textbooks, articles, videos, or even interviews with community figures who care about orphans. This information-seeking activity fosters students' learning independence and broadens their understanding of issues related to orphans from various perspectives. The teacher can provide guidance on relevant information sources and assist students in evaluating the credibility of the information they find.

After gathering information and analyzing the problem, each group formulates solutions or actions that can be taken to help orphans. These solutions should be based on Islamic principles regarding caring for orphans and consider the social and cultural context in the school's surrounding environment. The process of formulating solutions requires students to think creatively, innovatively, and responsibly. Subsequently, each group presents their formulated solutions in front of the class. This presentation provides an opportunity for students to communicate their work, defend their arguments, and

receive feedback from other groups and the teacher. This presentation and class discussion process is crucial for deepening students' understanding, clarifying concepts that may still be confusing, and learning from different perspectives.

Assessment in the PBL model does not only focus on the final outcome of the solutions produced by students but also on the problem-solving process they go through. The teacher observes students' participation in groups, their ability to collaborate, their skills in finding and analyzing information, and their ability to communicate ideas. Assessment can be done through observation, anecdotal records, scoring rubrics, or even student self-reflection. Student learning outcomes in the subject of caring for orphans after the implementation of PBL are expected to show a significant increase. This increase is not only limited to the cognitive aspect, namely the understanding of concepts and laws related to orphans, but also to the affective aspect, namely the increase in empathy, social awareness, and motivation to take real action. In addition, the implementation of PBL is also expected to improve students' psychomotor skills, such as communication, collaboration, critical thinking, and problem-solving abilities.

Several previous studies indicate that the PBL model is effective in improving student learning outcomes in various subjects, including Islamic Religious Education. PBL is able to create more active, engaging, and meaningful learning for students, so they are more motivated to learn and able to understand the material more deeply. The context of caring for orphans, which is rich in social and humanitarian values, is very suitable for integration with the PBL approach that emphasizes solving real-world problems. However, the implementation of PBL is not without its challenges. One challenge that may be faced is the longer time allocation compared to traditional teaching methods. The in-depth problem-solving process and group collaboration require sufficient time for students to truly understand the problem and formulate comprehensive solutions. Therefore, teachers need to have good time management skills and flexibility in designing learning activities.

Another challenge that may arise is the different levels of understanding and abilities of students within the groups. Some students may be more active and dominant in group discussions, while others may tend to be passive. Teachers need to have strategies to ensure that all group members actively participate and contribute to the problem-solving process. Differentiation of tasks and roles within the group can be one solution to overcome this challenge. In addition, the availability of relevant and engaging learning resources is also a crucial factor in the success of PBL implementation. Teachers need to ensure that students have access to various sources of information needed to solve problems, both print and digital sources. The use of creative and interactive learning media can also increase students' motivation and engagement in the learning process.

To overcome these challenges, teachers at SD Negeri 26 Leupung need to receive adequate training and mentoring on the PBL learning model. This training can include understanding the principles of PBL, strategies for designing effective problems, techniques for facilitating group discussions, and authentic assessment methods. Collaboration among teachers and sharing experiences can also enrich teachers' understanding and skills in implementing PBL. In addition, support from the school and parents is also very important for the successful implementation of PBL. The school can provide the necessary facilities and learning resources, as well as provide supportive policies for learning innovation. Parental involvement in supporting students' learning at home can also strengthen the positive impact of PBL implementation at school.

With effective PBL implementation and adequate support, it is hoped that student learning outcomes in the subject of caring for orphans at SD Negeri 26 Leupung will increase significantly. This increase is not only limited to cognitive understanding of concepts and laws related to orphans but also to the development of empathy, social awareness, and the willingness to take real action in helping those in need. Learning through PBL provides opportunities for students to learn contextually, relevantly, and meaningfully, so that Islamic values about caring for orphans can be well internalized

within them. Furthermore, the application of PBL in this material also has the potential to develop students' character for the better. Through interaction and collaboration within groups, students learn to appreciate different opinions, work together to achieve common goals, and be responsible for their tasks. The problem-solving process also trains students to think critically, creatively, and innovatively, skills that are very important for facing future challenges. Thus, the implementation of the Problem-Based Learning (PBL) model on the subject of caring for orphans at SD Negeri 26 Leupung is not just an innovation in teaching methods but also an effort to shape a young generation that is not only intellectually intelligent but also has social sensitivity and a noble conscience. The successful implementation of PBL in this material can serve as a model for the application of PBL in other Islamic Religious Education materials, as well as make a positive contribution to improving the overall quality of Islamic education.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) model in teaching the subject of caring for orphans at SD Negeri 26 Leupung holds significant promise for enhancing student learning outcomes. By engaging students in authentic problem-solving related to the lives and needs of orphans, PBL fosters a deeper and more meaningful understanding of Islamic values beyond mere memorization. This student-centered approach encourages active participation, collaboration, and the development of critical thinking skills, ultimately leading to improved cognitive, affective, and psychomotor learning outcomes in this crucial aspect of Islamic education. The effectiveness of PBL in this context relies on careful planning, skillful facilitation by teachers, and the provision of relevant learning resources. Teachers need to design engaging problems, guide collaborative group work, and assess student learning through authentic methods that go beyond traditional testing. Addressing potential challenges such as time constraints and varying student abilities through appropriate strategies and ongoing professional development is crucial for successful implementation. Furthermore, the support of the school administration and the involvement of parents can significantly contribute to the overall success of this pedagogical innovation. Ultimately, the adoption of PBL in teaching about caring for orphans at SD Negeri 26 Leupung has the potential to cultivate not only knowledgeable but also compassionate and socially responsible students. By connecting Islamic teachings to real-world issues and empowering students to actively seek solutions, PBL can instill a lasting sense of empathy and a commitment to helping those in need, thereby contributing to the holistic development of students in accordance with the values of Islamic education.

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