

**Jurnal Profesi Guru Indonesia** Volume 1 (2) 264 – 275 June 2024 The article is published with Open Access at: <u>https://journal.mgedukasia.or.id/index.php/jpgi</u>

# Implementation of Problem-Based Learning Model to Improve Student Learning Outcomes in Understanding Zakat at SDN 26 Leupung

Mariana 🖂, SD Negeri 26 Leupung, Indonesia

Spdimariana2@gmail.com

Abstract: Class action research on V/C students in SD Negeri 26 Leupung on the subject of Understanding Zakat, which is based on initial observations that show the low learning outcomes of students can be seen based on the classical completion percentage of 31.81% with an average of 64.09. The percentage of completion obtained shows a low learning result because it has not reached the classical completion percentage of 80%, so the researcher tries to improve learning by applying the Problem Based Learning model to improve the learning results of students. The purpose of this research is to find out if the application of the Problem Based Learning model can improve the learning outcomes of class V students in Understanding Zakat in SD Negeri 26 Leupung, and to know how the activities of teachers and students in improving the learning outcomes of students in class V understanding zakat by applying the Learning Model of Problem Based Learning in SD Negeri 26 Leupung. This research is a class action research that uses qualitative descriptive research methods, namely by analyzing student learning outcomes data and student activity data from cycle I to cycle II. The subjects of this research are students of class V/C at SD Negeri 26 Leupung. Data collection technique through test technique by giving test questions both in cycle I and cycle II. From the analysis of cycle I data, it shows that the learning outcomes of the students have met the criteria of achieving the learning objectives which is 70 and the percentage of classical completion is 80%, this can be seen from the students' scores in cycle I who got a completion score of  $\geq$ 70 as many as 13 students with a classical completion percentage of 59.09%, with an average of 73.86. While the acquisition of students' grades in cycle II who obtained a completion grade of  $\geq$ 70 was 19 students with a classical completion percentage of 86.36% with an average of 88.18. Thus, it can be concluded that the application of the Problem Based Learning model can improve the learning outcomes of V/C students in the material Understanding Zakat at SD Negeri 26 Leupung.

Keywords: Problem based learning, learning outcomes, understanding zakat.

#### Received March 27, 2024; Accepted Mei 19, 2024; Published June 30, 2024

**Citation**: Mariana. (2024). Application of the Problem Based Learning Model to Improve Learning Outcomes of Students Understanding Zakat Elementary School Negeri 26 Leupung. *Jurnal Profesi Guru Indonesia*, 1(2), 264–275.

Published by Mandailing Global Edukasia © 2024.

#### INTRODUCTION

The National Education System Law, in general, explains that education is held with the aim of developing the ability and form the character and civilization of a dignified nation in the framework of enlightening the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble

character, health, knowledge, ability, creativity, independence, and become a democratic and responsible citizen.1 To achieve this goal, education and teaching from various disciplines of science, religion, art, and skills are needed. While the process standard indicates that the learning process in each unit of primary and secondary education must be interactive, inspiring, fun, challenging, and motivate students to actively participate and provide enough space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. Education means guidance or help given intentionally to students by adults so that they become adults.

From some of the opinions above it can be understood that education can influence the knowledge, skills and personality of each individual so that they have a high position and play an important role in community life. Education is a conscious effort made by a person or group of people in an effort to mature people through teaching and training. In the process of human maturity that lives and develops, it becomes apparent that humans always change and that change is the result of learning. This means that in education there is a process of changing attitudes and behavior. The learning process at school as a teaching and learning activity in which there are two subjects namely the teacher (educator) and the students as students. The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic, and enjoyable learning.

This implies the existence of awareness and active involvement between the two learning subjects, namely the teacher as the initial initiator, guide and facilitator and the student as the person who experiences and is actively involved in order to obtain selfchange in the learning itself. In order to optimize the achievement of learning outcomes, an educational interaction is needed in the learning process. The teacher in the classroom still acts as the center of learning and the students are left to sit, listen, record and memorize. Students in class are not used to learning actively. Teachers are not yet optimal in using the right model to involve students directly, so that students get used to being silent, afraid to express ideas or opinions and do not dare to ask questions. The low student learning activity has an effect on their learning results which tend to be low.

Based on the learning outcomes of class VI students at SD Negeri 26 Leupung on understanding zakat in the year 2022/2023, it shows the low learning outcomes they have obtained. After observing during learning, it turned out that there was no active learning activity in the class. Students do not directly experience the learning process, this has an impact on their learning outcomes, which is that only 60% of students complete the material to understand zakat. So to find a solution to the problem, researchers are interested in conducting research by applying one of the cooperative learning models, namely the Problem Based Learning (PBL) learning model. The Problem Based Learning (PBL) model is a learning model that trains and develops the ability to solve problems that are oriented towards authentic problems from students' actual lives, to stimulate highlevel thinking. 3 The conditions that must be maintained are a conducive, open, negotiation, democratic, comfortable and pleasant atmosphere so that students can think optimally. Based on the background that has been presented, the researcher conducted a class action research with the title: Application of Problem Based Learning (PBL) Model to Improve the Learning Outcomes of Class V Students on Understanding Zakat at Elementary School 26 Leupung.

### METHODS

The type of research used is Classroom Action Research (PTK) which in English is called Classroom Action Research (CAR). From the name it already shows the content contained in it, which is a research activity carried out in class. According to Suyanto, class action research is a form of reflective research by carrying out certain actions in order to improve and improve learning practices in the classroom professionally. This means that the researcher examines about improving the learning performance of students in the history of Islamic culture subject by using the discussion method is research on class behavior where the data obtained is processed by using cycles. That is, in accordance with the purpose of the classroom action research that will be carried out by the researcher, which is to improve and improve the quality of learning and help empower teachers in solving learning problems in schools.

This research uses the "teacher as researcher" class action research plan. This class action research was chosen by using the spiral model from Kemmis and Taggart which consists of several action cycles in learning, based on reflection on the results of the actions in the previous cycle. This research procedure is in the form of class action research carried out in two cycles or two rotations. Two cycles are implemented in accordance with the changes to be achieved as programmed in the previous cycle. In each cycle or round of class action research four activities are carried out, namely this class action research is carried out with procedures: (1) planning, (2) implementation, (3) observation, (4) reflection.

The type of research used is Classroom Action Research (PTK) which in English is called Classroom Action Research (CAR). From the name it already shows the content contained in it, which is a research activity carried out in class. According to Suyanto, class action research is a form of reflective research by carrying out certain actions in order to improve and improve learning practices in the classroom professionally. This means that the researcher examines about improving the learning performance of students in the history of Islamic culture subject by using the discussion method is research on class behavior where the data obtained is processed by using cycles. That is, in accordance with the purpose of the classroom action research that will be carried out by the researcher, which is to improve and improve the quality of learning and help empower teachers in solving learning problems in schools.

This research uses the "teacher as researcher" class action research plan. This class action research was chosen by using the spiral model from Kemmis and Taggart which consists of several action cycles in learning, based on reflection on the results of the actions in the previous cycle. This research procedure is in the form of class action research carried out in two cycles or two rotations. Two cycles are implemented in accordance with the changes to be achieved as programmed in the previous cycle. In each cycle or round of class action research four activities are carried out, namely this class action research is carried out with procedures: (1) planning, (2) implementation, (3) observation, (4) reflection. A variable can be defined as an attribute of a person, or object, that has "variation" between one person and another or one object with another object. So the research variable is anything in any form that is determined by the researcher to be studied until information is obtained about it, then the conclusion is drawn.33

There are two variables in this research, namely the independent variable and the dependent variable. The variables are as follows. (1) An independent variable is a variable that is suspected to be the cause of another variable. The variable in this research is the use of the Problem Based Learning (PBL) method. (1) A dependent variable is a variable that arises as a direct result of the manipulation and influence of an independent variable. The dependent variable in this research is the learning outcomes of class V/C students understanding zakat UPTD SD Negeri 18 Bireuen in the academic year 2022/2023.

Data collection in this research uses observation techniques of teacher and student activities and test techniques. The reason is to find out how the activities between teachers and students during the learning process using the Problem Based Learning (PBL) model and to find out how the learning outcomes of the students after using the Problem Based Learning (PBL) model. 1) A test is a data collection technique that is done by giving a set of questions or exercises to respondents to answer in order to measure the skills, knowledge, intelligence, abilities or talents possessed by individuals. This test method aims to obtain information about the students' level of understanding of the material to understand zakat both in cycle I and in cycle II after the researcher used the Problem Based Learning (PBL) model during the learning process. This test is used at the end of learning to find out the extent to which students understand the material explained and discussed with their group mates. Technical tests given in the form of pretest questions, cycle I and cycle II tests and post-tests. Where the pretest questions are 10 multiple-choice questions, the cycle I test is 3 questions, and for the cycle II test, it is adjusted based on the reflection results obtained later in cycle I. 2) Nasution states that observation is the basis of all knowledge. While Marshall said that through observation, researchers learn about behavior, and the meaning of that behavior.35 The purpose of using this observation sheet is to know the activities of teachers and students during the learning process by applying the Problem Based Learning (PBL) model both in cycle I and cycle II.

The last step in this research is to analyze the data that has been obtained during the research. This data analysis aims to obtain answers from research problems that have been carried out. The data analysis technique used is a descriptive analysis technique, which describes the activities of teachers and students during the learning process. There are two criteria for completeness of learning results, namely individual completeness and classical completeness. According to E. Mulyasa: based on the theory of complete learning, a student is considered complete if he is able to achieve at least 65% of the learning objectives, from all objectives. While the success of the class is seen from the number of students who are able to achieve a minimum score of 65%, at least 85% of the 100% of students in the class. While the completion of individual learning that has been set at SD Negeri 26 Leupung is 70 and the completion of classical learning results is 80%.

If the action research of this class is not yet in accordance with the indicator of achievement of success, then the researcher prepares a plan for cycle II. Based on the results of observation and reflection in cycle I, the researcher tried to make a strategy to solve the problems that occurred in cycle I. In the learning process, the activity of the teacher and the activity of the students are still less, so there is less interaction between the two. So that the researcher plans to change the application of the learning model by involving students in learning, namely by requiring students to find answers to contextual problems related to everyday life, namely by applying the Problem Based Learning (PBL) model. The second problem is that the learning outcomes of the students are still lacking, so the researcher tries to present the material, oversee the course of the discussion and solidify the material at the end of the leason in the hope that the students will be able to understand and remember the material easily.

The researcher did a reflection at the end of the stage to see if the learning outcomes of the students had improved and achieved research success indicators with the application of the Problem Based Learning (PBL) model. Then also see if the activities of teachers and students have entered the good category by applying the Problem Based Learning (PBL) model. If the two formulations of the problem have been answered and achieved the success indicators as expected, then the research is completed until cycle II. But if not yet, then the research will be continued in cycle III and beyond.

### RESULTS

The location of this research is Elementary School Negeri 26 Leupung, precisely located on Jalan Pendidikan, Cot Paya District, Aceh Besar Regency. This primary school is now led by Ibu Cut Banda, S.Pd from 2021 until now, the total number of students is 523 students spread from class I to VI consisting of 19 study groups, as shown in table 4.1 below. Leupung State School 26 is one of the schools with a large number of study groups as well as the number of students. This makes the number of educators available at SD Negeri 26 Leupung is also large, with subjects taught according to their field. The following is the data of teachers with their fields of study at SD Negeri 26 Leupung. Source: SD Negeri 26 Leupung Administrative Document 2022/2023 This class action research is carried out in two cycles. Each cycle is carried out in 1 meeting, that is learning with time allocation for one meeting or 2 JP for 2 x 35 minutes and for 1 test, that is the giving of a test at the end

of the meeting with the aim of finding out how the learning results at the meeting have experienced changes in learning outcomes or not.

Based on the test results of class V students on Understanding Zakat before the implementation of the Problem Based Learning (PBL) model, the students' learning results were classified as low because they did not reach the classical completion that had been set. This can be known from the pre-test question giving amounting to 10 questions in the form of multiple choice at the first meeting. A pre-test was conducted to find out the students' level of understanding before the implementation of cycle I and cycle II. Students are given a test in the form of a written test. To see the value obtained by the students during the pre-test can be seen from the following table 4.3. Based on table 4.3, it can be concluded that out of 22 students in the initial test (Pre Test) who completed 7 students with a percentage of 31.81%, while those who did not complete it amounted to 15 students with a percentage of 68.19%. So it can be concluded that the results of classical learning of students in the initial test before the application of the Problem Based Learning (PBL) model were categorized as low. Based on that, the researcher conducted a class action study using the Problem Based Learning (PBL) model. This learning model is expected to improve the learning outcomes of students, especially the material Understanding Zakat class V.

Based on the learning outcomes of students in class V/C in the pre-cycle, it was found that the learning outcomes of students were classified as low. If we look at the data presented, it can be seen that only 31.81% of students obtained a passing grade. From the problem, the researcher plans to improve the learning process.

First, the researcher compiled a Teaching Module with Learning Objectives (TP) that was taught differently in cycle I and cycle II and cycle III. In this cycle I, among other things, mention the meaning of zakat in terms of language and terminology, explain the various types of zakat distribution and explain the 8 mustahik zakat. The next activity is to prepare the Student Worksheet (LKPD), then prepare a formative assessment in the form of giving a written test with descriptive questions and finally prepare an observation sheet (observation).

At this stage, the teacher first opens the learning by saying greetings, then invites the students to read a prayer first, then after that continues by absenting the students. Don't forget, the teacher makes the class atmosphere more conducive by asking the students how they are doing through singing, as well as an alternative to stimulate the spirit to start learning. Then the teacher does apperception, then asks some stimulating questions of course related to the material of cycle I, then conveys the learning objectives to be achieved at the meeting of cycle I and finally explains the use of the Problem Based Learning (PBL) model in learning.

At this stage, as the beginning of learning, the teacher shows a video related to mustahik zakat, then the teacher presents the material in outline, then the first step is to orient the students to contextual problems, in this case of course the problem in question is a problem related to the material, then the second step is to organize the students into groups to discuss the contextual problems that have been presented in the first step, so in this second step the students are asked to find answers to the problems that have been given by the teacher together with their groups. While the third step is guiding group research where the teacher monitors discussion activities, looks at samples of students' work and provides limited help when students experience difficulties. In the fourth step, which is to develop and present the results of the work, in this fourth step, the students are given the opportunity to present the results of their discussion, and the last step is to analyze and evaluate the process and problem solving, in this step, the teacher must evaluate the results of the students' discussion and then remember to give reinforcement to the results of the discussion if there is any inconsistency. At this stage, the teacher conducts a learning assessment using the Baamboozle application, then continues by giving a formative test (cycle 1 test). After completing the test, the teacher invites the

students to conclude the learning about mustahik zakat, then the teacher closes the learning by saying invites the students to say hamdalah and salam.

Student learning test data is used to see the completeness of each student's learning in cycle I, so at the end of each cycle a formative test is held. The results of the formative test are used to determine the success rate of cycle I research. The success rate of students in cycle I can be seen in the following table 4.4. Based on table 4.4 it can be seen that out of 22 students in cycle I test that were completed, there were 13 students with a percentage of 59.09%. There were 9 students who did not finish, or a percentage of 41%, with a class average of 73.86. The results of students learning classically in cycle I after the application of the Problem Based Learning (PBL) model are categorized as medium, and have not yet reached the level of learning classically that has been set at 80%.

Based on that, the researcher plans to conduct a class action research again to be able to improve the learning outcomes of students on the subject of Understanding Zakat. For that reason, the research will be continued in cycle II. Observation is done to observe how the activities of teachers and students during the learning process take place with the application of the Problem Based Learning (PBL) model, that is by filling in the observation sheet done by the observer. The results of the observation of the teacher's activities on the progress of the learning process in cycle I can be seen in the following table 4.5. Based on table 4.6 showing a summary of the results of the observation of the teacher's activity in cycle I, it can be concluded that the observation results show that the teacher's activity at the preliminary activity stage obtained a score of 33 out of the total score of 45, then the observation result showed that the teacher's activity at the core activity stage obtained a score of 54 out of the total score of 80, and finally the observation results showed that the teacher's activity at the closing activity stage obtained a score of 14 out of the total score of 20. Then the three stages of the learning activities summarized until the percentage of cycle I teacher activity during the learning process with the application of the Problem Based Learning (PBL) model was obtained as 69.65% with the sufficient category.

Observation is done to observe how the activities of teachers and students during the learning process take place by filling in the observation sheet done by the observer. The results of the observation of the students' activities regarding the progress of the learning process in cycle I can be seen in the following table 4.7. Based on table 4.8 showing a summary of the results of the observation of the students' activities in cycle I, it can be concluded that the results of the observations show that the students' activities in the preliminary activity stage obtained a score of 32 out of the total score of 45, then the observation results showed that the students' activity in the core activity stage obtained a score of 49 out of the total score of 70, and finally the observation results showed that the student's activity in the closing activity stage obtained a score of 13 out of the total score of 20. the stages of the learning activities were organized so that the percentage of cycle I student activities during the learning process with the application of the Problem Based Learning (PBL) model was obtained as 69.62% with the sufficient category.

Thus, the learning activities in cycle I have been going well enough, but there is still a need to improve the activities between teachers and students during the learning process. At this stage, the teacher first opens the learning by saying greetings, then invites the students to read a prayer first, then after that continues by absenting the students. Not forgetting, the teacher invites students to do Ice Breaking to increase concentration and arouse enthusiasm in starting learning. Then the teacher does apperception, then asks some stimulating questions of course related to the material of cycle II, then conveys the learning objectives to be achieved at the meeting of cycle II and finally explains the use of the Problem Based Learning (PBL) model in learning. At this stage the teacher presents the material in outline, then the first step is to orientate the contextual problems to the students, in this case of course the problem in question is a problem related to the material, then the second step is to organize the students into groups to discuss the contextual problems that have been presented in the first step, so in this second step the students are asked to find answers to the problems that have been given by the teacher together with their groups. While the third step is guiding group research where the teacher monitors discussion activities, looks at samples of students' work and provides limited help when students experience difficulties. In the fourth step, which is to develop and present the results of the work, in this fourth step, the students are given the opportunity to present the results of their discussion, and the last step is to analyze and evaluate the process and problem solving, in this step, the teacher must evaluate the results of the students' discussion and then remember to give reinforcement to the results of the discussion if there is any inconsistency.

At this level, the teacher assesses learning by giving a formative test (cycle II test). After completing the test, the teacher invites the students to conclude the learning about calculating the amount of zakat fitrah, then the teacher closes the learning by inviting the students to say hamdalah and give greetings.

Student learning test data is used to see the completeness of each student's learning in cycle II, so at the end of each cycle a formative test is held. The results of the formative test are used to determine the success rate of cycle II research. The level of student success in cycle II can be seen in the following table 4.9. Based on table 4.9 it can be seen that out of the 22 students who completed the cycle II test, there were 19 students with a percentage of 86.36%. The students who did not finish totaled 3 students or with a percentage of 13.64%, with an average grade of 88.18. The results of students learning classically in the cycle II test after the application of the Problem Based Learning (PBL) model have reached the level of learning classically that has been set which is 80% and is categorized as very high.

Observation is done to observe how the activities of teachers and students during the learning process take place by filling in the observation sheet done by the observer. The results of the observation of the teacher's activities on the progress of the learning process in cycle II can be seen in the following table 4.10. Based on table 4.11 showing a summary of the results of the observation of the teacher's activity in cycle II, it can be concluded that the observation results show that the teacher's activity in the preliminary activity stage obtained a score of 35 out of the total score of 40, then the observation result showed that the teacher's activity in the core activity stage obtained a score of 75 out of the total score of 80, and finally the observation results showed that the teacher's activity in the core activity stage obtained a score of 20. Then the three stages of the learning activities synthesized so that the percentage of cycle II teacher activity during the learning process with the application of the Problem Based Learning (PBL) model was obtained as 87.14% with a very good category.

Observation is done to observe how the activities of teachers and students during the learning process take place by filling in the observation sheet done by the observer. The results of the observation of the students' activities on the progress of the learning process in cycle II can be seen in the following table 4.12.

Based on table 4.13 summary of the results of the observation of student activity in cycle II, it can be seen that the observation results show that the student activity in the preliminary activity stage obtained a score of 37 out of the total score of 45, then the result showed that the student activity in the core activity stage obtained a score of 57 out of the total score of 70, and the observation result showed that the student activity in the closing activity stage obtained a score of 18 out of the total score of 20. Then the three stages of the learning activities summarized until the percentage of cycle II student activity during the learning process with the application of the Problem Based Learning (PBL) model was obtained as 82.96% with a good category. Thus, learning activities with the application of the students' activities during the learning process have reached the good category. After the entire learning process in cycle II has been completed, the researcher and observer discuss the results of the observations to find weaknesses and deficiencies found in cycle II. In the implementation of the second cycle, the material Understanding Zakat for class V

obtained from the learning results was categorized as good, and so were the activities of teachers and students that were categorized as good, so the research was completed until the second cycle.

## DISCUSSION

This research is done in two cycles. Based on the data that has been collected in this research, the learning outcomes of the students on the material Understanding Zakat in cycle 1 and cycle II have improved. The increase in learning outcomes of students in cycles I and II can be seen in the following picture 4.1. Based on figure 4.1, it can be concluded that the learning outcomes of the students at the initial test (Pre Test) showed a percentage of learning completion of 31.81%. So the researchers decided to conduct Classroom Action Research (PTK) by applying the Problem Based Learning (PBL) model. In cycle I, the learning outcomes of class V/C students in the material Understanding Zakat experienced an increase with a percentage of 59.09%. With that percentage, it has not been said to be successful because it has not reached the set success indicator of 80%. So the researchers decided to continue the research in cycle II. In cycle II, the learning outcomes of students in class V/C at Lampeune State Elementary School, according to the subject of Understanding Zakat, increased with a percentage of 86.36%. With that percentage, it is said to be successful because it has reached the set success indicator of 80%. Until the researcher completes the research in cycle II. The teacher's activity in learning the material Understanding Zakat by using the Problem Based Learning (PBL) model in cycle I and cycle II experienced an increase.

Based on figure 4.2, it shows that the results of teacher activity in learning management during 2 cycles have shown an improvement. This can be seen from the percentage of teacher activity during the learning process, that is, in cycle I, a percentage of 69.65% was obtained with the sufficient category. This shows that the teacher's activities have not reached the expected success indicator of  $\geq$ 80%. From the first cycle the researcher did a reflection, then there were improvements in the next cycle. In cycle II, a percentage of 87.14% was obtained with a very good category. This shows that the research has been said to be successful because it has reached the success indicator of  $\geq$ 80%. In cycle II learning, teachers have been able to apply the Problem Based Learning (PBL) model very well. Teachers have been able to apply the PBL model effectively because the core of the learning process using the PBL model has been implemented optimally.

The teacher's activity in learning has been very good with the ability of the teacher to organize the learning as a whole and also be able to apply the learning steps that have been arranged in the Teaching Module in the form of the application of the Problem Based Learning (PBL) model to improve the learning outcomes of students. Student activity in learning the material Understanding Zakat with the application of the Problem Based Learning (PBL) model in cycle I and cycle II experienced an increase. Based on figure 4.3 it can be seen that the percentage of student activity experienced a good increase in cycle II. The percentage of student activity in cycle I was 69.62% with the sufficient category while in cycle II it was 82.96% with the good category. Student activity in cycle I with a percentage of 69.62% has not yet reached the success indicators that have been determined. While the activity of students in cycle II with a percentage of 82.96% has reached the success indicator that has been determined which is  $\geq$ 80% and it can be said that the activity of students has been successful.

In learning, students are already able to follow the learning process using the Problem Based Learning (PBL) model. The students showed good learning activities such as at the core level, the involvement of the students in the discussion process to find answers to the contextual problems given by the teacher, and finding the right answer from the results of the critical thinking process related to the contextual problems given by the teacher, because previously the students had never used the Problem Based Learning (PBL) model. With the interest in the students, the curiosity of the students increases and makes the students more active in learning. With the Problem Based Learning (PBL) model as a learning model, students create their own learning experience in finding answers to contextual problems related to the material being discussed, making it easier for students to understand the material taught by the teacher.

The implementation of the Problem-Based Learning (PBL) model in the classroom has shown significant impact on enhancing students' learning outcomes. This model emphasizes active student involvement in solving real-world problems relevant to the subject matter. Through this approach, students are not only expected to understand theoretical concepts but also to analyze, evaluate, and formulate solutions to the problems presented. This directly contributes to a deeper and more applicable understanding of the material. One of the main advantages of PBL is that it encourages students to become independent learners. In the learning process, students are given the freedom to explore learning resources, collaborate in groups, and develop critical thinking skills. The process of searching for information and engaging in group discussions strengthens students' analytical abilities and familiarizes them with logical reasoning. As a result, students become active constructors of knowledge, not just passive recipients.

PBL also proves effective in increasing student motivation. When students realize that the problems they are studying relate directly to real life, they tend to become more enthusiastic and engaged in the learning process. This emotional involvement is a key factor in sustaining interest and increasing student participation in class. Learning becomes more meaningful because students feel personally involved in the process. In terms of learning outcomes, PBL facilitates higher-order thinking by leading students through stages such as identifying the problem, gathering data, analyzing information, and formulating solutions. These activities help students master the material more thoroughly. Over time, students become more capable of answering analytical, synthesis-based, and evaluative questions, which translates to better academic performance in assessments.

Additionally, the PBL model strengthens student collaboration and communication. In group work, students are required to take active roles and share information, fostering a productive group dynamic. These activities promote positive social behaviors such as tolerance, responsibility, and leadership. Developing such soft skills is essential, as learning outcomes should not only focus on academic achievement but also on emotional and social growth. Another positive impact of PBL is the shift in the teacher's role from the sole source of information to a facilitator of learning. Teachers guide students as they discover solutions, offering direction when needed and evaluating the learning process holistically. This role transformation creates a more democratic learning atmosphere and encourages students to be more autonomous, aligning well with the goals of 21st-century education.

Despite the many benefits, challenges do exist in implementing PBL—such as limited time and students' readiness to handle problem-based activities. However, with thorough planning and effective guidance, these challenges can be overcome. Designing appropriate problems that match students' abilities is key to successful implementation and helps ensure that all learners can participate meaningfully. The success of PBL in improving learning outcomes also depends on the involvement of all stakeholders, including active student participation, well-prepared lesson planning by teachers, and a supportive school environment. When these elements align, the learning process becomes more effective, and student achievement improves significantly. This underscores the importance of collaboration in education.

PBL is highly adaptable across various subjects, including Islamic Religious Education, Science, and Social Studies. With the right approach, teachers can design problem scenarios that are intellectually stimulating and also instill moral and character values. As such, PBL not only enhances academic understanding but also supports students' holistic character development. In conclusion, the Problem-Based Learning model is a strategic approach for improving the quality of teaching and learning. It fosters not only academic excellence but also critical thinking, collaboration, and a sense of responsibility among students. With consistent and innovative application, PBL can transform the learning experience into one that is active, meaningful, and enjoyable for all learners.

Another important aspect of Problem-Based Learning is its ability to foster metacognitive skills among students. As they navigate the process of solving problems, students are required to reflect on their thinking, evaluate their strategies, and make adjustments as necessary. This reflective practice helps them become more aware of their own learning processes and encourages them to become self-regulated learners. These skills are essential not only for academic success but also for lifelong learning. Moreover, the real-world context in PBL scenarios allows students to see the relevance of what they are learning. This relevance bridges the gap between school and life outside the classroom. Students begin to understand that learning is not limited to textbooks but is applicable to solving practical issues in their community or future workplace. This awareness enhances their intrinsic motivation and prepares them for complex problem-solving in real-life situations.

The PBL approach also supports differentiated learning. Within a PBL setting, students often take on roles that suit their strengths—such as researching, leading discussions, or presenting findings. This flexibility enables learners with different learning styles and abilities to contribute meaningfully to the group. It promotes inclusion, builds confidence, and helps each student feel valued in the learning process. Assessment within PBL environments also becomes more holistic. Rather than relying solely on traditional tests, teachers assess students through observations, group work, presentations, and reflective journals. These various forms of assessment provide a fuller picture of student progress and understanding. Furthermore, peer and self-assessment opportunities help students take ownership of their learning and develop critical evaluation skills.

Technology integration can further enhance PBL implementation. Access to digital tools such as online research databases, multimedia resources, and collaboration platforms enables students to gather information efficiently and communicate effectively within their teams. Technology not only expands the resources available to students but also helps simulate real-world problem-solving conditions, especially in virtual or blended learning environments. Finally, successful implementation of PBL requires ongoing professional development for teachers. Educators must be equipped with the skills to design meaningful problems, facilitate discussions, and assess student performance in dynamic ways. Support from school leadership and access to professional learning communities can empower teachers to adopt PBL with confidence and creativity, leading to improved learning outcomes across diverse classroom settings.

Based on the results of the data analysis of the observation of teacher and student activities in cycle I and cycle II, it came to a conclusion that the application of the Problem Based Learning (PBL) model can improve the learning outcomes of students, especially the material Understanding Zakat class V in Lampeuneurut State Elementary School, because the Problem Based Learning (PBL) model requires students to learn more actively, critically, creatively and communicatively so that it makes it easier for students to understand what they learn, because students experience the learning experience themselves. Then it can also be concluded that the better the activities of teachers and students during the learning process, then it also affects the learning outcomes of students.

### CONCLUSION

Classroom Action Research (PTK) on the application of the Problem Based Learning (PBL) model to improve the learning outcomes of students in the material Understanding Zakat class V at Lampeuneurut State Elementary School can be concluded. The application of the Problem Based Learning (PBL) model can improve the learning outcomes of students in

understanding zakat class V at Lampeuneurut State Elementary School, which is proven to increase learning outcomes in each cycle. The improvement of student learning results where in the initial test (Pre Test) with the percentage of completion of classical learning of students of 31.81% with 7 students who obtained a complete grade, while in cycle I the percentage of completeness of classical learning of students was 59.09% with 13 students who obtained complete grades, while in cycle II the percentage of completeness of classical learning of students who obtained complete grades, while in cycle II the percentage of completeness of classical learning of students who obtained complete grades.

The results show that the class action research on the application of the Problem Based Learning (PBL) model to improve the learning outcomes of the students in Understanding Zakat class V at Lampeuneurut State Elementary School experienced an increase from the initial test, cycle I test and cycle II test reaching the specified completion indicator, which is classical completion of 80%, so this class action research is said to have been successful. Then the results of the observation of the teacher's activity in the management of learning for 2 cycles have shown an improvement. This can be seen from the percentage of teacher activity during the learning process, that is, in cycle I, a percentage of 69.65% was obtained with the sufficient category. This shows that the teacher's activity has not reached the expected success indicator of  $\geq$ 80%.

Meanwhile, in the results of observation, the students' activities experienced a good improvement in cycle II. The percentage of student activity in cycle I was 69.62% with the sufficient category while in cycle II it was 82.96% with the good category. Student activity in cycle I with a percentage of 69.62% has not yet reached the success indicators that have been determined. While the activity of students in cycle II with a percentage of 82.96% has reached the success indicator that has been determined which is  $\geq$ 80% and it can be said that the activity of students has been successful. Based on the results of data analysis of student learning outcomes as well as observation of teacher and student activities in cycle I and cycle II, it came to a conclusion that the application of the Problem Based Learning (PBL) model can improve student learning outcomes, especially the Understanding Zakat class V material at Lampeuneurut State Elementary School, because the Problem Based Learning (PBL) model requires students to learn more actively, critically, creatively and communicatively so that it makes it easier for students to understand what is learned, because students experience the learning experience themselves. Then it can also be concluded that the better the activities of teachers and students during the learning process, then it also affects the learning outcomes of students.

## REFERENCES

- Alexie, S. (2019). *The business of fancydancing: Stories and poems. Brooklyn*, NY: Hang Loose Press.
- American Psychiatric Association. (2019). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.
- Booth-LaForce, C., & Kerns, K. A. (2014). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.
- Keller, T. E., Cusick, G. R., & Courtney, M. E. (2015). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453- 484.

- Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2018). Violent victimization and the routine activities/lifestyle of active drug users. Journal of Drug Issues, 38, 1105-1137. Retrieved from <u>http://www2.criminology.fsu.edu/~jdi/</u>
- Senior, B., & Swailes, S. (2017). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management*, 18, 138-153. doi:10.1111/j.1467-8551.2006.00507.x
- Shyyan, V., Thurlow, M., & Liu, K. (2015). *Student perceptions of instructional strategies: Voices of English language learners with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903)
- Williams, J. H. (2019). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.
- Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J.-Y., Coatsworth, D., Lengua, L.,...Griffin, W. A. (2016). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856

