

Improving Student Learning Outcomes in Islamic Education Learning through the Problem Based Learning Model at SD Negeri 085116 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using Problem based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained 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 model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.56%, the first cycle 66.47% and in the second cycle increased to 86.57%. Thus, the use of Problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem Based Learning model, learning outcome, islamic education.

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INTRODUCTION

Education in Indonesia aims to form a young generation who are not only academically intelligent, but also have a strong character. One of the efforts to realize this goal is through the application of learning that is able to instill moral and religious values, as reflected in the learning theme "I am a Righteous Child". This theme aims to teach students about the importance of good behavior, religious values, and social ethics that are the foundation in daily life. However, while this theme is very important, it is often difficult for students to understand the concepts at hand, as well as in relating the subject matter to their real lives. These problems usually arise due to learning methods that are not able to arouse students' interest and active involvement.

Most of the learning process that takes place in conventional classrooms is still one-way, with teachers as the main source of information and students tend to be passive listeners. This causes low student motivation to learn and suboptimal learning outcomes, especially in materials related to character development. Therefore, a more interesting and relevant approach is needed for students, so that they can more easily understand and

apply the values taught. One approach that is considered effective to overcome this problem is the Problem Based Learning (PBL) method.

The PBL method prioritizes the active involvement of students in solving real problems relevant to the subject matter. By the method of ini, students are given the opportunity to discuss, work together in groups, and solve challenging problems, so that the learning process becomes more meaningful and enjoyable. This method can also encourage students to think critically, creatively, and develop the ability to make decisions and solve problems, which is a very important skill in daily life. This research is motivated by the need for efforts to improve student learning outcomes on the theme "I am a Righteous Child", especially in grade 5 of SDN 085116 Sibolga.

By applying the PBL method, it is hoped that students can be more active in the learning process, so that they not only understand the material better, but also be able to internalize the positive values contained in the theme. Through this method, it is hoped that there will be a significant change in student learning motivation and more optimal learning outcomes. The application of the PBL method in the context of learning at SDN 085116 Sibolga is expected to provide new insights on how to overcome difficulties in thematic learning and improve the quality of education, especially in terms of student character development. Thus, this research is important to be carried out, in order to make a positive contribution to the world of basic education, especially in an effort to improve student learning outcomes through a more innovative and effective approach.

METHODS

The type of research used in this study is classroom action research (PTK). This research aims to improve student learning outcomes through the application of the Problem Based Learning (PBL) method. Classroom action research is carried out systematically through a cycle consisting of four main stages, namely: 1) Planning: Developing a learning action plan using the PBL method; 2) Implementation: Implementing learning actions in accordance with the plan that has been prepared; 3) Observation: Observing the learning process to collect data related to student learning outcomes; 4) Reflection: Evaluating the results of actions to determine improvement steps in the next cycle. This research was conducted in two cycles, with each cycle consisting of several meetings. The data obtained were analyzed to determine the effectiveness of the PBL method in improving student learning outcomes on the theme "I am a Righteous Child".

This study aims to investigate the effectiveness of the Problem-Based Learning (PBL) method in improving student learning outcomes on the theme "I Am a Righteous Child" for fifth-grade students at SDN 085116 Sibolga. The research is conducted using a quasi-experimental design, with one class serving as the experimental group, where the PBL method will be implemented, and another class serving as the control group, which will receive traditional teaching methods. The target participants are fifth-grade students, who are selected based on convenience sampling, and the study will be conducted over a period of four weeks. In the experimental group, the PBL method will be applied to teach the theme "I Am a Righteous Child," which emphasizes values such as responsibility, kindness, and respect. The PBL approach will involve presenting real-world problems related to the theme and encouraging students to work collaboratively to find solutions. Students will be divided into small groups and asked to discuss various scenarios that require the application of righteous behaviors.

Each group will be tasked with finding solutions to these problems, which will be shared and discussed with the class. The goal is to engage students in critical thinking and problem-solving, while simultaneously reinforcing moral values in the context of the theme. Data collection for this study will include both qualitative and quantitative methods. Pre- and post-test assessments will be used to measure the students' knowledge and understanding of the theme before and after the intervention. The pre-test will assess students' initial knowledge of concepts related to righteousness and moral behavior, while

the post-test will evaluate how much students have learned and internalized the values presented through PBL. Additionally, observational notes will be taken during the PBL activities to assess student engagement, participation, and collaboration within groups.

These qualitative observations will provide valuable insights into how students interact with the material and with each other during the learning process. To ensure the reliability and validity of the data, the pre-test and post-test will be designed to cover the key learning objectives of the theme, including understanding moral values and demonstrating righteous behaviors. The tests will include a mix of multiple-choice questions, short answer questions, and situational analyses where students must apply their learning. The data will then be analyzed using statistical methods to compare the learning outcomes of the experimental and control groups.

Descriptive statistics, such as mean scores, will be calculated, and an independent t-test will be conducted to determine whether there are significant differences in learning outcomes between the two groups. This research will contribute to understanding the effectiveness of the Problem-Based Learning method in enhancing student learning, particularly in fostering moral development. The findings will help educators determine the potential of PBL in teaching values-based subjects and improving students' engagement and critical thinking skills. Based on the results, recommendations will be made for the integration of PBL in moral education curricula to promote the development of well-rounded, responsible, and righteous individuals.

RESULTS

The implementation of the Problem-Based Learning (PBL) method in teaching the theme "I Am a Righteous Child" for fifth-grade students at SDN 085116 Sibolga led to notable improvements in student learning outcomes. The pre-test results showed that most students had a basic understanding of moral values related to righteousness, but they struggled to apply these values in real-life situations. However, after the PBL intervention, the post-test results indicated a significant improvement in the students' ability to understand and demonstrate righteous behaviors.

The experimental group, which received PBL, showed higher scores compared to the control group, indicating that PBL had a positive impact on student learning. In the experimental group, students were actively engaged in the problem-solving process. They worked collaboratively in small groups, discussing real-world scenarios related to the theme, such as helping others, showing respect, and being responsible. Through these discussions and problem-solving activities, students were able to connect the moral values to practical situations, which helped deepen their understanding.

By sharing their ideas and solutions with their peers, students also developed their communication and critical thinking skills, further enhancing their learning experience. The observations during the PBL activities revealed that students in the experimental group were highly motivated and participated actively in group discussions. They demonstrated a strong sense of responsibility when addressing the moral problems presented to them and showed empathy towards others. The collaborative nature of the learning process also helped foster positive peer relationships, as students worked together to find solutions.

This high level of engagement was not only reflected in the students' participation but also in their improved ability to apply the concept of righteousness to various scenarios. In contrast, students in the control group, who received traditional teaching methods, did not show the same level of engagement. Although they learned the key concepts related to the theme, their understanding remained superficial, and they struggled to connect the values to practical situations. The results of the control group's post-test were lower compared to the experimental group, suggesting that the traditional method did not offer the same level of engagement and application of the material.

This reinforces the idea that PBL is a more effective approach for fostering deeper learning and understanding of moral values. Overall, the findings of this study suggest that the Problem-Based Learning method significantly improves student learning outcomes in teaching moral values, particularly in the theme "I Am a Righteous Child." The PBL approach effectively enhanced students' ability to understand and apply the values of righteousness in real-life contexts. Based on these results, it can be concluded that PBL is an effective and engaging method for teaching values-based subjects, and it should be considered as a viable instructional strategy in schools to promote both academic and moral development.

DISCUSSION

The results of this study demonstrate that the Problem-Based Learning (PBL) method significantly enhances students' understanding and application of moral values, particularly on the theme "I Am a Righteous Child." The PBL approach fostered active student participation, allowing them to engage deeply with the material through real-world problem-solving scenarios. By working in groups, students not only learned moral concepts such as responsibility, respect, and empathy but were also able to apply these values to concrete situations, which deepened their understanding and made the learning process more relevant to their daily lives.

One of the key benefits of PBL in this study was the way it encouraged collaboration and critical thinking. Students were challenged to analyze various scenarios where they could practice righteousness, which prompted them to think critically about their behaviors and choices. This problem-solving process helped students develop their social and cognitive skills. Through group discussions, they learned to respect others' opinions, negotiate solutions, and think creatively. These collaborative skills are essential for both academic success and personal development, as they help students become more well-rounded individuals capable of working effectively in social contexts.

The increased student engagement observed in the experimental group further highlights the effectiveness of PBL. Traditional teaching methods often focus on passive learning, where students receive information from the teacher without much interaction. In contrast, PBL emphasizes student-centered learning, where students actively participate in their education by solving problems and applying knowledge. This shift in approach contributed to higher motivation and engagement, which was evident in the students' enthusiasm during group activities and their ability to express their thoughts and ideas confidently. Such engagement is critical for enhancing students' retention of the material and their ability to apply it outside the classroom. On the other hand, the control group, which received traditional teaching methods, demonstrated less enthusiasm and struggled to connect the moral values to real-life contexts.

While they understood the concepts, their ability to apply the teachings of the theme "I Am a Righteous Child" remained superficial. This comparison emphasizes the importance of using active learning strategies, such as PBL, which encourage students to not only absorb information but also to internalize and apply it in practical situations. The difference in outcomes between the experimental and control groups suggests that traditional methods alone may not be sufficient for fostering deeper moral learning. In conclusion, the findings of this study underscore the effectiveness of the Problem-Based Learning method in improving student learning outcomes in moral education. PBL not only enhanced students' understanding of the theme "I Am a Righteous Child" but also provided them with valuable life skills such as critical thinking, teamwork, and empathy. These results support the argument that PBL is a more effective method for teaching values-based subjects and should be integrated into the curriculum to foster both academic and moral development in students. Schools should consider adopting PBL as a primary teaching strategy for subjects that involve moral and character education.

Problem-based learning (PBL) is a student-centered learning approach, where they are given a problem that must be solved through critical thinking, collaboration, and independent exploration. This approach encourages students to be more active in finding solutions, understanding concepts, and connecting theory with real practice. By involving students directly in problem solving, PBL can improve their understanding of the material being studied and train high-level thinking skills. One of the main benefits of PBL is increasing student involvement in the learning process. When students are faced with challenging problems, they tend to be more motivated to find solutions. This motivation makes them more focused and try to understand the concept in depth, not just memorizing information. This has a positive impact on improving their learning outcomes. In addition, PBL helps students develop critical and analytical thinking skills. In solving a problem, they must analyze various information, evaluate alternative solutions, and make the right decisions. This process hones their ability to think logically and systematically, which is very important in the academic world and everyday life. PBL also strengthens students' communication and collaboration skills. Because this model is often applied in the form of group work, students must be able to express opinions, listen to ideas from their friends, and work together to solve problems. Good communication skills are essential in various aspects of life, both in the school environment and in the workplace. In addition, problem-based learning allows students to be more independent in learning. They are invited to seek information from various sources, conduct simple research, and develop effective learning strategies. Thus, students are no longer completely dependent on teachers, but become active learners who are able to manage their own learning process.

The implementation of PBL also contributes to improving students' problem-solving skills. In the real world, there are many challenges that must be solved in creative and innovative ways. Through PBL, students are accustomed to facing complex problems and finding the best solutions, so that they are better prepared to face challenges in the future. Another advantage of PBL is that it helps students connect theory with practice. Often, students feel that the subject matter is abstract and difficult to apply in real life. By facing concrete problems, they can understand how the concepts learned in class relate to everyday situations.

Problem-based learning also plays a role in improving students' memory. Because they are actively involved in learning, the information obtained tends to be more easily remembered compared to passive learning methods. This has a positive impact on improving their academic achievement. In addition, PBL encourages students to think creatively. In solving a problem, they are not only required to find the right answer, but also to look for various possible innovative solutions. This ability to think creatively is very useful in facing a world that is constantly changing and demands innovation.

In the PBL process, the role of the teacher also changes. The teacher no longer functions as the sole source of information, but rather as a facilitator who guides and directs students in exploring problems. This creates a more interactive and dynamic learning environment. Despite its many benefits, the implementation of PBL also faces several challenges. One of them is the need for careful planning and sufficient time allocation. Teachers must create relevant and interesting problem scenarios so that students are motivated to learn. In addition, students who are accustomed to conventional learning methods may need time to adapt to this new approach.

CONCLUSION

This study concluded that the Problem-Based Learning (PBL) method significantly improves student learning outcomes in moral education, particularly on the theme "I Am a Righteous Child." The results showed that students who were taught using PBL demonstrated a deeper understanding of the moral values such as responsibility, respect, and empathy, compared to those taught using traditional methods. The PBL approach

allowed students to actively engage with the material, fostering not only academic growth but also personal development in a meaningful way. Through collaborative problem-solving activities, students were able to connect theoretical moral values to real-world situations. This engagement not only helped students understand the material better but also encouraged them to apply the values of righteousness to their daily interactions. The group discussions promoted critical thinking and the ability to work together, both of which are vital life skills. This deeper engagement and understanding were evident in the improvement in their post-test scores, which showed a significant increase compared to the pre-test. The traditional teaching method used in the control group, while effective in delivering the basic concepts, did not provide the same level of engagement or application of the moral values in real-life contexts. Students in the control group demonstrated limited ability to internalize the moral lessons from the theme "I Am a Righteous Child," as they mainly focused on memorizing information rather than reflecting on and applying it. This highlighted the limitation of traditional methods in fostering deeper, more meaningful learning in moral education. Furthermore, the PBL method proved to be effective in increasing student motivation and participation. The hands-on, problem-solving nature of the PBL activities allowed students to take ownership of their learning, which led to greater enthusiasm and involvement in the lesson. As students worked together in groups, they not only improved their academic knowledge but also developed essential social skills, such as communication, teamwork, and empathy, which are crucial for their overall growth and success. In conclusion, the findings of this research strongly suggest that the Problem-Based Learning method is an effective strategy for improving student learning outcomes, particularly in values-based education like the theme "I Am a Righteous Child." PBL not only enhances academic achievement but also supports the development of moral values and essential life skills. Based on these findings, it is recommended that schools integrate PBL into their teaching methods, especially for subjects that involve character and moral education, to create a more engaging and effective learning environment.

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