

The Use of Problem Based Learning Models to Improve Student Learning Outcomes at SD Negeri 18 Ampang Gadang

Anggun Pribadi ✉, SD Negeri 18 Ampang Gadang, Indonesia

✉ anggunpribadi79@gmail.com

Abstract: This study aims to improve student learning outcome in Islamic religious education learning using the problem based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high 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 the problem based learning model can improve student learning outcome 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 52.18%, the first cycle 67.07% and in the second cycle it increased to 90.12%. Thus, the use of problem based learning model can be used as an alternative to improve student learning outcome in Islamic religious education learning.

Keywords: Islamic education, problem based learning, learning outcome.

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INTRODUCTION

Education is an important factor in creating the condition of a country, because education has a great contribution to the progress of the nation both economically and socially. This is in accordance with Law No. 20 of 2003 article 1 concerning the national education system, the content of which is that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Anonymous, 2014: 3). Education as a process that not only provides intellectual abilities in reading, writing, and arithmetic but also as a process of developing students' abilities optimally in intellectual, social, and personal aspects (Taufiq, 2014: 5). Education is the process of improving human quality both in terms of knowledge, attitudes, and skills by following certain procedures so that it can benefit oneself, family, society, nation, and state. So education is not only about developing intellectual abilities but also how to implement them in community life by instilling moral values. Education is a process of interaction between students and educators in learning activities.

The purpose of national education according to Law No. 20 of 2003 / article 3 states that "To develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". From this explanation, the practical and psychomotor aspects are also a priority in the goals of national education, not only the cognitive aspect. So national education also aims to balance the learning outcomes of students in school with their behavior. In the process of implementing education in schools, teachers play a decisive role in developing children's potential, so in the end it depends on teachers in utilizing their existing abilities. In this case, teachers have a role as facilitators, motivators, and inspirational for students to achieve the expected goals (Mulyasa, 2007: 53).

All of these things are very decisive for the success of students in achieving their goals with a change in behavior as a result of learning. The learning process is an interaction activity between teachers and students and mutual communication that takes place in an educational situation to achieve learning goals (Prayitno, 2009: 45). Teachers as educators play an important role in providing knowledge to students so that they have the mastery of knowledge and life skills needed to face real life. Teachers have an obligation to produce a young generation that is qualified both intellectually and morally. This can be done by creating effective learning. In learning activities, there is interaction between students and students, teacher interaction with students, and interaction between students and learning resources. However, in reality, the learning process carried out by teachers is still not running optimally, especially in Islamic religious education subjects. One of the reasons is the conventional way of teaching teachers with lectures, explaining material in front of the class, and conducting questions and answers with students who can or are active in the classroom. This makes the learning process dominated by teachers and only a few students. Meanwhile, for passive students, they do not have much role in the learning process. The lecture method used by teachers in delivering material can make learning boring.

Students are not given the opportunity to compile their own knowledge in the learning process. This situation makes students think that what they learn in class is meaningless for their class life. This has an impact on children's reduced interest in learning Islamic Religious Education lessons. In addition, because of the lack of student roles in learning, it will make students passive, bored, and bored. There are often problems with students, when the learning process is passive, students are asked to swallow the things conveyed by the teacher. The activity of the pouring system can cause dwarfing of children's potential, even though every child is born with extraordinary potential (Widowati, 2012: 9). Here students experience many problems, including laziness because of what is said to be dissatisfied. Sleepy because the atmosphere is not lively. The students rarely ask questions, although teachers often ask students to ask questions if there are things they don't know or don't understand to speak. Islamic Religious Education learning should provide opportunities for students to actively participate. Teachers should be able to develop an active learning process so that student participation in learning increases. Islamic Religious Education learning can improve students' thinking skills, students are not only able to memorize but are active in learning. Islamic Religious Education materials are basically in the form of facts, concepts, principles, and theories (Lufri, 2007: 17).

One way that can make students active in the learning process is to apply a variety of learning models (Riswati, Alpusari, Marhadi, 2018). After the author made observations in the field at SDN 18 Ampang Gadang, it was seen that teachers in the field of Islamic Religious Education had used the lecture learning method, but the use of the Problem Based Learning (PBL) model had never been used, especially in grade VI. To solve this problem, the application of learning and the use of the right learning model need to be considered to help find out students' understanding of what is conveyed by the teacher. Strategies in classroom action research have a specific goal, namely to improve or improve

the quality and quality of the learning process in the classroom. With this goal, a learning model is needed that is in accordance with the problems faced in the classroom. Researchers and teachers in reflecting on problems that occur in the classroom have agreed to use one of the Problem Based Learning (PBL) learning models. The Problem Based Learning (PBL) learning model is a learning model that focuses on students or student centers. The problem-based learning model is characterized by real-life problems and is a learning that emphasizes investigative activities in solving these problems. In this case, it is hoped that students can develop their thinking skills because they will obtain information from various learning sources regarding the material being studied. In addition, this problem-based learning model divides students into groups with different problems in each group.

The division of groups is also carried out in a heterogeneous manner so that it is expected to motivate students to interact with other students even if not per group, increase participation, help each other, and cooperate with each other in discussing and solving the problems they get and play an active role in learning. The Problem Based Learning (PBL) model is one of the learning models where real reasoning can be applied comprehensively, because in it there is an element of finding problems and solving them. The elements contained in it are finding problems and solving problems. Problem Based Learning (PBL) learning model. The Problem Based Learning (PBL) learning model is learning that focuses on students as learners and on authentic or relevant problems that will be solved using all the knowledge they have or from other sources (Lidnillah, 2013). The application of the Problem Based Learning (PBL) model with concrete media can be an effort to improve the learning outcomes of Islamic Religious Education. This is because the Problem Based Learning (PBL) model raises problems as the first step in collecting and integrating new knowledge. Problem-based learning is a learning model that begins with problems to collect and integrate new knowledge (Fathurrohman, 2015).

In an effort to solve these problems, students will gain the knowledge and skills needed for these problems. The learning process begins with defining the problem, then students have a discussion to equalize the perception of the problem being discussed and then design goals and targets that must be achieved. The next activity is to look for materials from various sources such as books in the library, the internet, observation. The assessment carried out by teachers is not only on the learning outcomes of students but also on the process undertaken during learning. The role of teachers here is to monitor the learning progress of students to achieve learning goals. Teachers are also tasked with directing students in solving the problems given so that they remain in the right position. The characteristics of Problem Based Learning (PBL) learning are applying contextual learning, the problems presented can motivate students to learn, integrity learning is motivated learning with unlimited problems, students are actively involved in learning, collaboration, students have various skills, experiences, and various concepts. The Problem Based Learning learning model makes authentic problems as the focus of learning that aims to enable students to solve these problems, so that students are trained to think critically and think at a higher level (Kurnia, Rifai, Nurhayati, 2015).

Learning Islamic religious education will be more meaningful for every student if they can apply the knowledge they have obtained in their daily lives, then teachers must be able to sort and choose a suitable and appropriate learning model for students. So that students can actively participate in learning that is suitable and appropriate for students. So that students can actively participate in learning well and enthusiastically, which can then improve the quality of learning so that it is more meaningful and useful. A learning model that can be applied in involving students to be active and innovative as a whole to support the smooth learning process is to use the Problem Based Learning (PBL) learning model. In essence, the Problem Based Learning (PBL) learning model is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as gain essential knowledge and concepts from the subject matter. Based on the background that has been described, the author is

interested in conducting research using the Problem Based Learning (PBL) model to improve students' thinking skills in learning Islamic Religious Education, especially on the material The Beauty of Mutual Respect, then the researcher presents in a scientific paper entitled "The Use of the PROBLEM BASED LEARNING Model for Improving Learning Outcomes in the Field of Islamic Religious Education and Ethics of Grade IV Students At State Elementary School 18 Ampang Gadang.

METHODS

The design or design in this study is Classroom Action Research (PTK). PTK is "an examination of learning activities in the form of an action, which is deliberately raised and occurs in a classroom together" (Arikunto, 2012: 1). The Classroom Action Research Procedure (PTK) begins with the first cycle consisting of a series of activities, namely: planning), tindakan (acting), pengamatan (observing), refleksi (reflecting) (Iskandar, 2012: 48). This research was carried out at SDN 18 Ampang Gadang in the subject of Islamic Religious Education and Ethics in grade IV, with the aim of improving students' critical thinking skills through the Problem Based Learning (PBL) learning model. This Classroom Action Research (PTK) takes place during the even semester of the 2024/2025 school year in three cycles, which includes the stages of planning, implementation, observation, and reflection with collaboration between researchers and teachers. The research subjects consisted of 25 grade IV students. Data collection techniques are carried out through observation, interviews, written tests, and documentation, while the instruments used include observation sheets, interview guides, written tests, and documentation in the form of photos. Data analysis was carried out with qualitative and quantitative approaches, including data reduction, data presentation, triangulation, and drawing conclusions based on test results and observations. Each cycle involves evaluating students' learning outcomes and critical thinking skills, as well as reflection for improvement in the next cycle to achieve optimal results.

RESULTS

This class action research was carried out in grade IV of SDN 18 Ampang Gadang with the aim of improving student learning outcomes in Islamic Religious Education subjects through the Problem Based Learning (PBL) model, because the previous students' test scores were still low with an average of 62.20 and only 40% of students achieved completeness. This research was carried out in three cycles, starting from January 2, 2024 to January 10, 2025, with each cycle consisting of planning, implementation, observation, and reflection stages. In cycle I, learning was carried out in two meetings with Q.S. At-Tin material. The observation results show that student activity is still low, especially in the aspect of opinion and active participation, with the achievement percentage of only 45%. Teachers also experience obstacles in communicating lesson plans, which results in a lack of student understanding of the PBL model. The reflection of the first cycle shows that the ability of students is still in the medium category, with 52% of students achieving completeness. Therefore, in the second cycle, improvements were made such as dividing small groups and increasing student motivation to be more active in class discussions.

In the implementation stage of cycle II, researchers and teachers collaborate to prepare a Learning Implementation Plan (RPP) and take action in one learning meeting and one test meeting for 2x40 minutes with the sub-subject of Q.S. At-Tin. Based on the reflection of cycle I, improvements were made by dividing students into small groups and increasing student motivation to be more active. During learning, students are invited to discuss, put forward ideas, and find solutions to problems given by the teacher. The observation results showed an increase in student activity from 45% in the first cycle to 66.25% in the second cycle, although there were still obstacles in the courage of students

to express their opinions. Reflection shows that students' critical thinking skills have improved to the high category with an achievement of 75.68%, while the completeness of learning outcomes reaches 68%. For cycle III, improvements are planned by providing more opportunities for students to think critically and giving points for active students to be more motivated in learning.

In the implementation stage of cycle III, the researcher gave directions to teachers to carry out actions in accordance with the teaching modules that had been prepared. The implementation of the research was carried out in one learning meeting and one postes meeting to measure students' cognitive understanding related to Q.S. Atin's material. The learning will take place on Saturday, January 10, 2025, at 07.30-08.50 WIB. The activity began with greetings, prayers, and apperception to focus students' attention, as well as the delivery of material that focused on translation and behavior that reflected Q.S. Atin. In the core activity, students are given instructions to take a test of problem-solving skills honestly and correctly. At the end of the lesson, students collect answer sheets in an orderly manner, and the teacher closes the activity. The observation results show that the achievement of student learning completeness has exceeded the target of 85%, so there is no need for a follow-up cycle. In addition, documentation is used as an additional instrument to support explanations about the role of school conditions and infrastructure in supporting problem-based learning (PBL), which involves the environment inside and outside the classroom as a learning resource.

DISCUSSION

The use of the Problem Based Learning (PBL) model in learning Islamic Religious Education (PAI) and Ethics in grade IV of State Elementary School 18 Ampang Gadang shows significant results in improving student learning outcomes. PBL as a learning model based on real problem solving allows students to be more active and involved in learning. In this way, students not only become recipients of information, but also actively seek solutions to problems given by teachers related to PAI values and Ethics, such as examples of good and bad behavior in daily life. During the implementation of PBL, students are given the opportunity to work in groups, discuss, and solve problems together. This allows them to better understand religious and moral concepts, as well as how they are applied in real life. Through interaction and collaboration, students can share opinions with each other, enrich their understanding, and practice their social skills, such as communication and cooperation. This method also supports the development of critical thinking and problem-solving skills, which are very useful in the learning process of PAI and Ethics. The implementation of PBL also has a positive impact on students' learning motivation. When students are faced with real problems that are relevant to their lives, they feel more interested and eager to find solutions. The learning process that is not monotonous and provides space for students to interact more freely and creatively also increases their participation. Thus, they are more motivated to understand the material, because they feel that the learning is not only important for exams, but also useful for their daily lives.

However, the challenges that arise in the implementation of PBL are more complicated time management and imbalances in the division of tasks between students. While discussion groups can provide many benefits, some students may lack active participation, so the discussion and problem-solving process can be less effective. Teachers must monitor and ensure that each student participates in the discussion, as well as provide constructive feedback so that learning can take place optimally. In addition, careful preparation is needed in choosing problems that are in accordance with the PAI and Ethics material, so that students can more easily relate learning to their experience. Overall, this study shows that the application of the Problem Based Learning (PBL) model in learning Islamic Religious Education and Ethics in grade IV of SDN 18 Ampang Gadang has succeeded in improving student learning outcomes. PBL not only improves students' understanding of the material being taught, but also develops critical thinking,

collaboration, and problem-solving skills. Therefore, this learning model is very effective to be applied in PAI and Ethics learning, because it can improve the quality of learning and help students relate learning to their lives directly.

CONCLUSION

In the first cycle, students showed high enthusiasm in learning with the experiential learning model, although some difficulties in understanding the material and question instruction, resulting in only 13 out of 25 students completing the course. Reflection from cycle I shows that there needs to be improvements in classroom management and students' understanding of the Project Based Learning (PBL) process. In cycle II, there was an increase in student activities in discussion and understanding of learning, which continued in cycle III, where the evaluation results showed that the completeness of student learning reached 92%, exceeding the target of 85%. Experiential learning through PBL has proven to be effective in improving student understanding, as students are directly involved in the learning process that suits their characteristics, both inside and outside the classroom, thereby significantly improving student learning outcomes. Thus, the PBL model is very suitable to be applied in elementary schools to increase students' interest and learning outcomes.

Based on the results of evaluation and reflection after taking action in several cycles, it can be concluded that the Problem Based Learning model can improve the learning outcomes of students on the subject of faith in angels in grade IV students at SDN 18 Ampang Gadang, 1) The strategy of applying the Problem Based Learning learning method in PAI subjects in grade IV which is applied in two cycles. In the first cycle, the results of individual student completeness reached 60%, so the research continued to the second cycle, in this cycle it was seen that there was an increase in student activity in the classroom and in group work activities, this was also marked by student learning outcomes that were seen from the evaluation questions at the end of the lesson on the material that had been delivered, namely 80% for the overall student achievement; 2) Learning with the Problem Based Learning model is one of the learning models that is able to increase students' creativity to learn and will have a big impact on student learning outcomes.

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