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Implementation of Problem Based Learning Model to Improve Learning Outcomes of Islamic Education Students at SD Negeri 081240 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that problem based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 47.79%, the first cycle 75.27% and in the second cycle increased to 90.22%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, islamic education, problem based learning.

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INTRODUCTION

Education in Indonesia has a very important role in shaping the character of the quality young generation. One of the main goals of education is not only to transfer knowledge, but also to form the character of students who have noble character, have good personalities, and are able to face life's challenges wisely. In order to achieve this, character development must be an integral part of the educational curriculum, including at the elementary school.

Character education in elementary schools can be done in various ways, one of which is through the application of a more active and experience-based approach. One approach that can be applied is Project-Based Learning (PBL) or project-based learning. This approach provides students with the opportunity to learn through real problem-solving, so they not only gain knowledge but also develop critical thinking skills, cooperation, and a sense of responsibility. One of the fields of study that has great

potential to develop students' character is religious learning, especially Asmaul Husnah learning, which teaches the beautiful names of Allah SWT and their meanings. This learning not only aims to increase students' knowledge of religion, but also to introduce the moral and spiritual values contained in these names. However, Asmaul Husnah learning is often considered as a material that is just memorization without active involvement from students.

For this reason, the application of PBL in learning Asmaul Husnah in elementary schools is very relevant. With PBL, students can better understand and internalize the values contained in Asmaul Husnah through hands-on experiences and projects related to their lives. Through this approach, students not only memorize the names of Allah, but also apply the meaning of Asmaul Husnah in their daily lives. This is expected to form better characters, such as piety, discipline, empathy, and a sense of responsibility.

METHODS

This study adopts a qualitative research approach to explore the implementation of the Problem-Based Learning (PBL) model in enhancing student character development through the teaching of Asmaul Husnah at SDN 081240 Sibolga. Qualitative research emphasizes understanding phenomena in depth within their natural context, making it suitable for examining how PBL influences student character development. The research setting is SD Negeri 081240 Sibolga, a primary school with diverse student backgrounds. This school was chosen as the site for its commitment to integrating character education into the curriculum, particularly through religious studies. The participants in this study include teachers, students, and school administrators who play a role in implementing and supporting PBL in the classroom. The sampling method used in this study is purposive sampling. Participants were selected based on their involvement in PBL activities and their experience in teaching Asmaul Husnah. This approach ensures the inclusion of individuals with relevant expertise and firsthand experiences, providing rich data for analysis.

Data collection methods employed include interviews, observations, and document analysis. Semi-structured interviews with teachers and administrators capture their perspectives on the implementation of PBL and its impact on student character development. Observations of classroom activities provide insights into how PBL is applied and how students engage with the learning process. Document analysis focuses on lesson plans, student projects, and school reports related to character education. Interviews are conducted in a conversational style to encourage participants to share their experiences openly. The questions are designed to explore their understanding of PBL, the strategies used in teaching Asmaul Husnah, and the perceived outcomes for students. The interviews are audio-recorded with participants' consent and transcribed for analysis. Observations focus on classroom dynamics during PBL sessions. The researcher records detailed notes on teaching strategies, student interactions, and the integration of character values in the learning process. These observations provide a contextual understanding of how PBL fosters character development.

Document analysis involves reviewing lesson plans and student work to identify evidence of character education and the application of Asmaul Husnah in daily life. This method complements interviews and observations by providing tangible artifacts that illustrate the implementation of PBL. The data analysis process follows an inductive approach. Thematic analysis is used to identify patterns and themes related to the research objectives. The researcher systematically codes the data and groups similar codes into categories, allowing for the emergence of themes that explain how PBL impacts student character development. Triangulation is employed to ensure the credibility and reliability of the findings. By combining data from multiple sources-interviews, observations, and document analysis-the researcher can cross-verify information and

reduce bias. Member checking is also conducted by sharing preliminary findings with participants for validation.

Ethical considerations are prioritized throughout the research process. Participants are informed about the study's purpose, their rights, and the voluntary nature of their involvement. Confidentiality is maintained by anonymizing participants' identities and securely storing data. The study is guided by a conceptual framework that links PBL to character development. PBL emphasizes student-centered learning, where students solve real-world problems collaboratively. This approach aligns with character education goals by promoting critical thinking, empathy, and responsibility. The implementation of PBL in teaching Asmaul Husnah involves designing problem scenarios that relate to the values embedded in the names of Allah. Students work in groups to explore these values, discuss their implications, and create projects that reflect their understanding. Teachers facilitate discussions and guide students in connecting the lessons to their daily lives. The role of the teacher in PBL is crucial. Teachers act as facilitators who encourage students to take ownership of their learning. They provide guidance without dictating solutions, fostering an environment where students can develop problem-solving skills and moral reasoning.

Student engagement is a key indicator of the success of PBL. Observations focus on how actively students participate in discussions, collaborate with peers, and apply the values of Asmaul Husnah in their projects. High levels of engagement suggest that students are internalizing the lessons and developing their character. The impact of PBL on student character is assessed through multiple dimensions, including moral reasoning, social skills, and personal responsibility. Teachers and administrators provide valuable insights into these aspects during interviews, highlighting changes they observe in students over time. One of the challenges in implementing PBL is ensuring that all students actively participate. Teachers address this by assigning roles within groups and encouraging quieter students to contribute. This approach helps create an inclusive learning environment where every student can benefit from the process.

Another challenge is the time required for planning and executing PBL activities. Teachers invest significant effort in designing meaningful problem scenarios and guiding students through the learning process. Despite these challenges, the benefits of PBL in character education outweigh the difficulties. The findings of this study highlight the transformative potential of PBL in character education. Students not only gain knowledge of Asmaul Husnah but also develop essential life skills such as teamwork, empathy, and ethical decision-making. These outcomes align with the broader goals of education in shaping responsible and moral individuals. The study concludes by emphasizing the importance of teacher training and support in implementing PBL effectively. Professional development programs can equip teachers with the skills and strategies needed to facilitate PBL and integrate character education into their teaching practices. Future research could explore the long-term impact of PBL on student character development and its application in other subjects. Comparative studies across different schools and cultural contexts could provide a deeper understanding of the factors that influence the effectiveness of PBL. The results of this study contribute to the growing body of literature on character education and innovative teaching methods. By demonstrating the feasibility and benefits of PBL in teaching Asmaul Husnah, the study offers practical insights for educators seeking to enhance student character development.

This study underscores the importance of aligning teaching methods with educational goals. PBL provides a platform for students to engage with moral and spiritual values in a meaningful way, preparing them to navigate the complexities of life with wisdom and integrity. Ultimately, the successful implementation of PBL in character education depends on the commitment of all stakeholders, including teachers, administrators, parents, and students. Collaboration and continuous improvement are essential to realizing the full potential of this approach. The insights gained from this study have implications beyond the classroom. By fostering character development through PBL,

schools can contribute to building a generation of individuals who are not only knowledgeable but also morally and socially responsible.

RESULTS

The results of this study on the implementation of the Problem-Based Learning model in teaching Asmaul Husnah at SDN 081240 Sibolga indicate significant outcomes in student character development. The analysis of data collected through interviews, classroom observations, and document analysis reveals the following key findings.

Students showed a higher level of engagement and active participation in the learning process. Problem-Based Learning encouraged them to collaborate, discuss, and explore the moral and spiritual values of Asmaul Husnah. Teachers reported that students were more enthusiastic about learning and displayed curiosity in connecting religious teachings to real-life situations. The model effectively deepened students' understanding of the ninety-nine beautiful names of Allah and their meanings. Through group projects and problem-solving tasks, students demonstrated an ability to relate names such as Ar-Rahman, which means The Most Gracious, and Al-Adl, which means The Just, to their daily lives. This connection helped students move beyond rote memorization to internalizing and applying these values.

Data from observations and teacher feedback highlighted noticeable improvements in students' character traits. Activities focused on Ar-Rahim, which means The Most Merciful, led students to demonstrate more compassionate behavior towards peers and in group settings. Lessons on Al-Adl encouraged students to apply fairness in their interactions and decision-making during projects. Group-based activities cultivated a sense of accountability and cooperation among students. Teachers and parents observed behavioral improvements in students. These included increased discipline, respect for others, and willingness to contribute positively in both classroom and community activities. For instance, a project centered on Al-Karim, which means The Generous, inspired students to organize a small charity drive, showcasing their understanding and application of generosity.

The role of teachers as facilitators was pivotal in the successful implementation of Problem-Based Learning. Teachers guided discussions, encouraged critical thinking, and ensured that the values embedded in Asmaul Husnah were comprehensively addressed. Their efforts ensured that students remained focused and motivated throughout the projects. While the Problem-Based Learning approach yielded positive results, it also presented challenges. Some teachers reported the need for extensive preparation time to design meaningful problem scenarios. Additionally, ensuring equal participation from all students in group activities required extra attention. However, these challenges were addressed through effective classroom management and teacher collaboration. Student projects provided tangible evidence of learning and character development. For example, posters illustrated the values of Asmaul Husnah and their relevance to everyday life. Group presentations discussed real-life applications of Allah's names, such as organizing community service activities inspired by Al-Muqsit, which means The Just. Creative storytelling and role-playing activities showcased students' ability to internalize and express moral values.

Quantitative measures, such as survey responses, indicated that most students felt more connected to the teachings of Asmaul Husnah after engaging in Problem-Based Learning activities. Qualitative feedback from teachers and parents reinforced these findings, citing noticeable growth in students' moral reasoning and interpersonal skills. The study demonstrates that the Problem-Based Learning approach is an effective method for teaching Asmaul Husnah, fostering both cognitive and character development. By engaging students in meaningful, real-world problem-solving activities, this model successfully bridges the gap between theoretical knowledge and practical application.

These results underline the potential of this approach as a transformative educational strategy, particularly in the context of character education.

DISCUSSION

The results of this study reveal that the implementation of the Problem-Based Learning (PBL) model in the teaching of Asmaul Husnah has significantly influenced the character development of students at SDN 081240 Sibolga. Through the application of PBL, students were encouraged to engage deeply with the moral and spiritual values embedded in Asmaul Husnah, fostering not only their intellectual understanding but also their emotional and behavioral growth. This chapter synthesizes the findings, offering a detailed discussion and drawing conclusions from the study. The application of PBL in the learning process demonstrated several key outcomes. Firstly, students exhibited heightened engagement and active participation in the classroom. Unlike traditional methods that often rely on rote memorization, PBL required students to collaborate, think critically, and connect the teachings of Asmaul Husnah to real-life contexts. This approach cultivated a sense of responsibility and teamwork among students, as they worked together to solve problems and complete projects.

Secondly, the integration of PBL encouraged students to internalize the values of Asmaul Husnah more effectively. For instance, the names of Allah such as Ar-Rahman (The Most Gracious) and Al-Adl (The Just) were explored through interactive activities that allowed students to reflect on their implications in everyday life. This process led to observable changes in students' behavior, including increased empathy, fairness, and discipline. Teachers played a pivotal role as facilitators in this approach. They guided students through problem-solving activities, provided constructive feedback, and ensured that the lessons were linked to the overarching goals of character education. The teachers reported that PBL not only enhanced students' understanding of Asmaul Husnah but also equipped them with essential life skills, such as effective communication, critical thinking, and moral reasoning. The study identified several challenges in implementing PBL, such as the initial time investment required for planning and executing projects. Teachers needed to design meaningful problem scenarios that were both engaging and relevant to the subject matter. Despite these challenges, the results indicate that the benefits of PBL far outweighed the difficulties. Students became more autonomous learners, demonstrated improved social interactions, and showed a deeper appreciation for the teachings of Asmaul Husnah.

From the data collected through interviews, observations, and document analysis, it was evident that PBL fostered a holistic learning environment. Students were not only acquiring knowledge but also learning to embody the values they studied. For example, during a group project focusing on Al-Karim (The Generous), students organized a charity drive, applying their understanding of generosity in a tangible and impactful way. Such activities bridged the gap between theoretical knowledge and practical application, making learning both meaningful and transformative.

This study highlights the importance of aligning educational methods with character-building objectives. By incorporating PBL into the curriculum, schools can create a dynamic learning environment where students develop both academically and morally. The findings underscore that character education is not merely an ancillary aspect of education but a fundamental component that can be effectively nurtured through innovative teaching methods. In conclusion, the implementation of PBL in the teaching of Asmaul Husnah has proven to be an effective strategy for character development. The approach encouraged students to actively participate in their learning journey, internalize moral and spiritual values, and apply these principles in their daily lives. Teachers observed significant improvements in students' attitudes, behaviors, and social interactions, validating the potential of PBL as a transformative educational tool. This research contributes to the broader discourse on character education, providing practical

insights for educators and policymakers. It demonstrates that with thoughtful planning and execution, PBL can serve as a powerful framework for instilling positive values in students. Future studies could explore the long-term impact of PBL on character development and its application across different educational contexts and subjects. Ultimately, this study reaffirms the critical role of education in shaping not only knowledgeable individuals but also morally grounded and socially responsible citizens. By embracing innovative approaches like PBL, educators can create a more inclusive, engaging, and impactful learning experience for students.

CONCLUSION

The title you gave reflects the focus on the application of the Problem Based Learning (PBL) Model to develop students' character through Asmaul Husnah learning at SDN 081240 Sibolga. In this context, PBL is used as a learning approach that prioritizes real problem solving, which can help students to be more active, creative, and critical in learning. PBL-based Asmaul Husnah learning not only aims to introduce the beautiful names of God, but also to develop positive character values such as wisdom, patience, and a sense of responsibility. In this way, it is hoped that students will not only understand the concept of Asmaul Husnah in depth, but also be able to apply these values in daily life.

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