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Problem-Based Learning Model to Improve Elementary School Students' Conceptual Understanding and Critical Thinking in Islamic Education Learning

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Abstract: This study aims to improve students' conceptual understanding and critical thinking skills in Islamic religious education learning using the problem based learning model. This study uses a type of classroom action research. The design of this study uses the Kemmis & McTaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the problem based learning model can improve students' conceptual understanding and critical thinking skills in Islamic religious education learning with the application of the problem based learning model. This can be seen in cycle I, the average percentage is 50% and in cycle II it is 86%. So it can be stated that student activity developed in cycle II. Improving student learning outcomes through the application of audio-visual media in Islamic religious education materials at State Elementary School 084080 Sibolga was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II they were 76.67%. So it can be stated that student learning outcomes improved better in cycle II. Based on this, audio-visual media can be used as one of the media that can be considered by teachers to overcome the problem of low learning outcomes, especially in Islamic religious education learning.

Keywords: Problem based learning, conceptual understanding, critical thinking skill.

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INTRODUCTION

Education is one of the main pillars in building the character and abilities of students to face future challenges. At the elementary school level, the curriculum is designed to provide basic understanding while forming a strong critical and moral attitude in students. One of the important materials in Islamic religious education in grade 6 is about the law of halal and haram. This material not only aims to provide conceptual knowledge, but also to form awareness and practice of Islamic values in everyday life (Farkhani et al. 2022). The convergence of religious norms in positive law supports Indonesia's plurality. Although

the material on halal and haram law is important, the reality on the ground shows that many students have difficulty understanding these concepts in depth.

Conventional and teacher-centered learning methods are often less effective in building deep understanding and critical thinking skills. Students tend to only memorize definitions without being able to apply concepts in real situations. This is a major challenge in improving the quality of learning in the classroom (Suryani, Agustyaningrum, and Hasibuan 2019). So the TGT monopoly model is effective in improving learning outcomes compared to conventional ones.

One learning approach that can overcome this problem is the problem-based learning model. Problem-based learning is a learning approach that is centered on students, where they are actively involved in solving real problems that are relevant to the material being studied. In the context of learning halal and haram law, problem-based learning can be used to present everyday scenarios or cases that require Islamic law analysis. Thus, students not only understand the concept, but are also able to think critically and make decisions based on sharia principles (Anggraeni et al. 2023). So that the problem-based learning model is effective in fostering critical thinking skills in 21st century students. The advantage of the problem-based learning model lies in its ability to encourage students to think critically, collaboratively, and creatively. Through the problem-solving process, students are encouraged to explore information, discuss, and evaluate proposed solutions. This is in line with the goals of national education which emphasize the development of critical thinking skills and moral character. In addition, problem-based learning is also relevant to the 21st century learning approach that emphasizes higher order thinking skills (HOTS) (Lee et al. 2024). Thus, ChatGPT-based GCLA is effective in improving SRL, HOTS, and learning.

Previous studies have shown that the application of problem-based learning can improve students' understanding in various subjects, including Islamic religious education. However, the application of problem-based learning to the material on halal and haram laws at the elementary school level has not been widely studied, especially in the environment of SD Negeri 084080 Sibolga. In fact, this material has high relevance to the daily lives of students, such as choosing food, drinks, and behavior that are in accordance with Islamic principles (Anggraeni et al. 2023). The application of relevant problem-based learning improves students' understanding of halal-haram laws.

The environmental context of SD Negeri 084080 Sibolga is also an important factor that needs to be considered. As a school located in an area with cultural and social diversity, students' understanding of halal and haram laws can be a foundation for forming an attitude of tolerance and moral awareness. Therefore, an effective learning strategy is needed to optimize the potential of students and respond to local environmental challenges (Suryani, Agustyaningrum, and Hasibuan 2019). Effective learning of halal-haram laws is important to build tolerance and morals in students.

The application of problem-based learning is expected to change the learning pattern that has been passive to be more interactive and participatory. By involving students directly in solving problems, it is hoped that they can understand the material on halal and haram laws in depth, while developing critical thinking skills. This process can also help students to relate the concepts learned to everyday life, so that learning becomes more meaningful (Lee et al. 2024). The application of problem-based learning increases interactive, critical, and meaningful learning. In addition, problem-based learning provides space for teachers to act as facilitators who guide the learning process. Teachers not only deliver material, but also help students analyze problems, formulate solutions, and reflect on learning outcomes. This role is very important to create a conducive and enjoyable learning atmosphere (Lee et al. 2024). Problem-based learning allows teachers to act as facilitators in effective learning. In order to improve the quality of learning and contribute to the development of innovative learning models, this study aims to examine the application of the problem-based learning model in improving students' understanding and critical thinking skills in the material of halal and haram law. This study is expected to

provide practical benefits for teachers, students, and schools, as well as being a reference for the implementation of problem-based learning in other subjects (Lee et al. 2024).

This study examines the application of problem-based learning to improve understanding and critical thinking skills. Thus, this study is a strategic step in responding to the challenges of education in the modern era, especially in the context of Islamic religious learning. The application of the problem-based learning model is expected to not only improve students' conceptual understanding, but also shape the character and critical thinking skills needed to face the challenges of life in the future (Lee et al. 2024). This study aims to improve students' understanding, character, and critical thinking skills.

METHODS

This study uses a Classroom Action Research approach that aims to improve students' understanding and critical thinking skills through the application of a problem-based learning model. This approach allows teachers to intervene directly in the learning process in the classroom, so that learning problems can be identified and resolved effectively. In addition, Classroom Action Research provides space for teachers to evaluate and reflect on the effectiveness of the actions taken in order to achieve better learning outcomes. One of the reasons for choosing Classroom Action Research is its focus on improving learning. Classroom Action Research offers solutions to various learning challenges faced by students, including in understanding the material on halal and haram laws.

By actively involving students in problem-based learning, Classroom Action Research encourages students to better understand the concepts taught and hone their critical thinking skills. In addition, Classroom Action Research has the characteristics of a continuous cycle that includes the planning, implementation, observation, and reflection stages. This cycle allows teachers to continue to improve learning strategies based on the evaluation results of each cycle. The direct involvement of teachers as researchers also makes Classroom Action Research relevant in improving the quality of learning in the classroom, because teachers can interact directly with students to identify their needs and provide appropriate solutions.

RESULTS

This research was carried out using two actions consisting of two cycles, in accordance with Classroom Action Research. Implementation of the action was carried out in two cycles consisting of one meeting in each cycle. The purpose of describing the results of this research is to see an increase in clean living behavior and student learning outcomes in Islamic religious education material through the use of audio visual media at Elementary School 084080 Sibolga. Where these measurements are carried out using student observation sheets, student learning outcomes and teacher activity sheets during the learning process. This research was carried out in semester 1, so the material in this research consisted of the first and second cycles about Everything is Clean and Life is Comfortable (Elements of Fiqh: Thaharah). The results of the two cycles that have been obtained based on the research results are as follows.

First Cycle

The first stage in this first cycle is the planning stage. Planning in this first cycle is to determine the material that will be taught to students through the use of audio-visual media. The determination of learning materials is adjusted to the development of the current school curriculum, namely the 2013 curriculum towards the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to

support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students will be assessed based on the observation sheets and learning outcomes that have been prepared previously.

Next is the action stage. Actions or implementation in the first cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Thaharah)". Learning activities through the use of audio visual media are carried out with the aim of improving healthy and clean living behavior as well as student learning outcomes in Islamic education learning.

The first cycle of this research was carried out on 31 October - 1 November 2023. The research was carried out at Elementary School 084080 Sibolga in class V through the use of audio visual media. The number of class VII_A students consists of 30 people. The time required for the research is 15 minutes for initial activities, 95 minutes for core activities and 10 minutes for final activities.

The initial activity in this first cycle was carried out for 15 minutes. This initial activity begins with preparing media/props/materials, namely; (a) prepare media/props/materials (b) Media: LCD Projector, Laptop, interactive learning CD, (c) Props: Active speakers, (d) Materials: Cardboard paper, markers, or other required media. Stages Next, start learning by opening greetings and praying. Teachers also pay attention to students' readiness, check attendance, ensure neatness of clothing, check students' sitting positions and seats. Providing apperception and motivation to students. The teacher conveys the scope of the learning material. The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, as well as providing information regarding the scope and assessment techniques. Direct students to sit in groups. The teacher distributes LKPD to each group. The teacher distributes written test sheets as an initial assessment. Students work on pretest questions in the form of descriptions.

The core activities in the cycle are carried out for 95 minutes. In the core activity the teacher directs students using the lecture method, the teacher provides a brief explanation about the meaning of thaharah and its relationship to prayer. The teacher shows a learning video related to thaharah and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to conclude the meaning of Thaharah based on the video presented. Through the demonstration method the teacher again demonstrated the material on how to live a clean life through posters. Teachers guide students to apply clean living methods in everyday life.

Next, through the question and answer method the teacher checks students' understanding of the meaning of thaharah and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Teachers provide feedback and clarification if necessary. Through the lecture method the teacher explains the difference between hadats and najis. The teacher explains in detail the characteristics of each, and provides real examples to clarify the concept. Through direct practice, teachers train students to purify themselves from small hadas.

Students are asked to discuss in groups to: (a) Look for examples of unclean mukhaffafah in everyday life and how to purify it; (b) Identify examples of unclean mutawassithah in everyday life and how to clean them and; (c) Identify examples of unclean mughaladah in everyday life and how to purify them.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed by saying hamdallah.

During the learning process, the researcher also carried out observation activities. This observation was carried out to observe the activities of teachers and students in

learning. The results of observing teacher activities in the first cycle showed that the percentage obtained was 64%. This percentage value includes the "Bad" criteria. So it can be stated that teacher activity in the first cycle has not yet increased, so learning activities can be carried out in the second cycle. Furthermore, the results of observations of student learning activities show that the average percentage obtained is 50% of students carrying out clean living behavior activities. The results obtained are still not considered optimal, so it is necessary to carry out research activities in the second cycle.

After observing the process of teacher activities and student activities in maintaining clean living behavior, the next stage is to assess student learning outcomes related to understanding the Thaharah material. Student learning outcomes can be achieved by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the first cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 58.67. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 12 students were in the category of passing the minimum completeness criteria, while 18 other students were not. This shows that the percentage of completeness of student learning outcomes is only 66.67%. Further cycles are needed to achieve indicators of research success.

The next stage carried out in this research was the reflection stage. At this stage, an analysis of research achievements and in-depth evaluation is carried out to find the problems encountered during the research process. The results of this reflection are also used as recommendations for improvement in the next cycle. Based on the results of research conducted in the first cycle, it was found that teacher activities in Teaching Module 1 were included in the Sufficient category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is low. In fact, when providing a lecture method, teachers are still lacking in providing a brief explanation of the meaning of thaharah and its relationship to prayer. Even the other items on average are still in the sufficient category, so an in-depth review is needed so that all learning implementation plans can proceed well. Therefore, it is very necessary to continue improvements in the second cycle.

Student activities during learning activities in the first cycle with the average score obtained was 50% included in the sometimes category. This is because the activities of maintaining clean living behavior have not been implemented optimally by students. Thus, the implementation of clean living behavior needs to be increased again, so that students have the habit of carrying out this behavior.

Second Cycle

Planning activities in the second cycle are a continuation of the learning activities in the first cycle which need to be improved again from the planning process to implementation. The planning activity is to determine the teaching material to be studied through audio-visual media. Determination of learning materials is adjusted to the current development of the school curriculum, namely the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students are assessed based on the observation sheets and learning outcomes that have been prepared.

Actions or implementation in the second cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the Learning Objectives contained in the material "Everything is Clean, Life is

Comfortable (Fiqh Elements: Tharah)". The learning activities carried out through the use of audio-visual media are aimed at ensuring that students are able to tell about the circumstances that cause someone to have great hadas and how to purify them using their own words in a straightforward and firm manner, and students are able to practice the procedures for thahara (purifying) from large hadas. Apart from that, students also obtain student learning outcomes in Islamic education learning. For more details, it can be stated as follows.

The second cycle of this research was carried out at Elementary School 084080 Sibolga in class V through the use of audio visual media. The number of class V students consists of 30 people. The time required for research is 10 minutes for initial activities, 100 minutes for core activities and 10 minutes for final activities. The initial activity in this second cycle was carried out for 10 minutes. This initial activity begins with preparing media/props/materials, namely; (1) Prepare media/props/materials consisting of; (a) Media: LCD Projector, Laptop, Interactive learning CD, (b) Props: Active speakers, (c) Materials: Cardboard paper, markers, scoops or other required media. (2) Starting the lesson by opening greetings, saying hello and praying, (3) Checking attendance, neatness of clothes, checking the students' sitting position and seating, (4) Providing apperception and motivation to students, (5) The teacher conveys the scope of the learning material , (6) The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, and provides information regarding the scope and techniques of assessment (syntax 1 of the direct learning model), (7) Directs students to sit in groups, (8) The teacher distributes sheets student work for each group.

The core activities in the second cycle were carried out for 100 minutes. In the core activity the teacher directs students through the lecture method, then the teacher gives a brief explanation about the meaning of thaharah (purification) from the big hadast. The teacher shows a learning video about procedures for cleansing from major hadas and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to discuss in groups to summarize the understanding of mandatory bathing procedures based on the video presented.

The teacher asks students to appear to present the results of the group discussion. Through the demonstration method the teacher demonstrated again the material on procedures for purification from the great hadast through a poster display. The teacher guides students while showing posters, the teacher invites students to interact. The teacher asks students to identify certain steps or asks if there is anything that needs to be explained further. Through the question and answer method, the teacher checks students' understanding of the meaning of big hadas and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Through direct practice, teachers train students to purify themselves from major hadast.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed with prayer.

Next, the observation stage is carried out. The observations carried out in the second cycle consist of one action. During the learning activities, observations are made by observers regarding teacher activities and student activities during the learning process. The observation stage in this research study was carried out to determine the activities of teachers and students in increasing purification behavior by applying audio-visual media to Islamic religious education material at State Elementary School 084080 Sibolga, Sibolga city. The results of observations in the second cycle showed that the percentage obtained was 86.4%. This percentage value includes the "Very Good" criteria. So it can be stated that teacher activity in the second cycle has increased according to expectations, then research activities can be stopped in this second cycle.

Apart from teacher activities, further observations were made of student activities during the learning process. Student activities were carried out to measure the level of clean living behavior through the application of audio visual media to Islamic religious education material at Elementary School 084080 Sibolga. The observation results show that the average percentage obtained is 86% of students carrying out purification behavior activities. The results obtained are considered maximum, so there is no need to carry out research activities in the next cycle.

After observing the process of teacher activities and student activities in maintaining purifying behavior, the next stage is to assess student learning outcomes related to understanding thaharah (purification) material from the great hadast. Measuring student learning outcomes can be done by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the second cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 82.83. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 23 students were in the category of passing the minimum completeness criteria, while 7 other students were not. This shows that the percentage of completeness of student learning outcomes is only 76.67%. From these results, no further cycles are needed because the research success indicators have been achieved.

Next is the final stage, namely the reflection stage. Based on the results of research conducted in the second cycle, it was found that teacher activities in Teaching Module II were included in the Good category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is in the good category. In fact, when providing a lecture method, the teacher was very good and improved from the first cycle in providing a brief explanation of the meaning of thaharah. Even the other items on average are still in the good category, so an in-depth review is not needed so that all learning implementation plans can proceed well.

Student activities during learning activities in the second cycle obtained an average score of 86%, including in the frequent category. The percentage of student learning outcomes obtained an average value of 82.83% and the minimum classical completeness criteria value obtained was 76.67%. Based on the percentage results obtained, the value is > minimum completeness criteria, so it can be concluded that the use of audio visual media in the second cycle can increase student activity and student learning outcomes. Thus it can be stated that learning activities in the second cycle have improved better.

DISCUSSION

This research succeeded in improving students' learning outcomes and clean living behavior by using audio-visual media in Islamic education learning. Increased learning outcomes are obtained through student interest in learning media. This is in accordance with the findings of Lubis (2023) who stated that one of the benefits of using learning media is to attract students' attention to the learning process. Furthermore, (Gogahu & Prasetyo, 2020) stated that the presence of learning media in the learning process will have a psychological impact on students which makes them more enthusiastic or motivated to participate in the learning process. High motivation will make it easier to achieve learning goals (Ricardo & Meilani, 2017). Achieving learning goals will be directly proportional to increasing student learning outcomes (Lubis, 2019).

Increasing clean living behavior can be obtained from audio-visual media content that displays illustrations of the process of maintaining cleanliness. This provides students with an example of how to develop clean living behavior. Content content in the media is one way that can be used to convey values to readers (Lubis & Wangid, 2019).

Furthermore, Fatimah & Maryani (2018) stated that character formation for elementary school students is much easier through learning media by inserting material about values in the media. The content of values in the audio visual media used in this research makes it easier for students to understand the concept of maintaining a clean life in everyday life. Apart from knowing the concepts or techniques, students are also motivated to maintain cleanliness by seeing the benefits gained from maintaining cleanliness. This is in accordance with the findings of Lubis et al. (2021) which states that students can be motivated to do something they see in learning media created by the teacher, so that they imitate it in their daily life.

CONCLUSION

This research succeeded in proving that audio visual media can improve students' learning outcomes and clean living behavior. Increasing students' clean living behavior through the application of audio visual media in Islamic religious education material at State Elementary School 084080Sibolga in Sibolga city was carried out over two cycles. In the first cycle the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at State Elementary School 084080Sibolga was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle.

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