Improving Student Learning Outcomes Through Problem Based Learning Model in Islamic Education Learning at SD Negeri 14 Sentosa Panti

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a 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 using 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 research success indicators. The results of the study indicate that the 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 42.21%, the first cycle 61.59% and in the second cycle it increased to 85.66%. Thus, the use of a 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.

INTRODUCTION

Learning Islamic Religious Education and Ethics is a process to prepare human beings to live perfectly and happily, love the homeland, be physically healthy, perfect in their ethics (morals), orderly in their minds, proficient in their work, sweet in speech, both oral and written. Islamic education is physical and spiritual guidance based on the laws of the Islamic religion towards the formation of the main personality according to Islamic measures. The Islamic Education curriculum is designed based on the Qur'an and Al-Hadith, which aims to make human beings get prosperity in the world and stay close to their Creators. The Islamic Education Curriculum is designed so that worldly and ukhrawi life belongs to His people with the capital of faith, charity and piety to Him. This is where the difference in principle between the Islamic Education curriculum and other curricula that have a tendency to prioritize material aspects with results so that the teaching and learning process does not run well and learning goals have not been achieved.

Efforts to improve the quality of education in Indonesia have never stopped. Various new breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include school management, increasing educational resources, developing/writing teaching materials, and developing a new paradigm with teaching methodologies. Teachers are one of the factors that have a direct influence on the improvement of quality. Teacher is a position that is chosen based on vocational principles, in terms of psychological aspects being a factor to carry out his duties and responsibilities as an educator (Oemar Hamalik, 2002:24).

Improving the quality of primary and secondary education as well as the quality of Islamic Religious Education and Ethics in primary schools needs to change the positive mindset used as the basis for curriculum implementation. In learning activities, teachers of Islamic Religious Education and Ethics use various strategies that require the involvement and active role of students in observing, predicting, applying concepts and communicating them. Student activities and involvement as a whole are very important so that learning activities achieve their goals. The existence of student learning activities optimally will determine the level of understanding and student learning outcomes.

Problem Based Learning (PBL) can improve student learning outcomes and ethics at 14 Sentosa Panti Elementary School by integrating active learning through relevant problem-solving and real-world challenges. PBL encourages students to engage directly in learning by confronting the problems they need to solve, which in turn facilitates the development of a deeper understanding of the subject matter. This problem-based learning not only prioritizes cognitive knowledge, but also builds students' social and emotional skills that are directly related to ethics. First, PBL provides students with the opportunity to think critically and creatively in finding solutions to the problems they face.

In this context, students not only focus on theory or memorization, but are also trained to analyze, evaluate, and relate the concepts they learn to real-life situations. This process sharpens their thinking skills, which can improve overall learning outcomes. For example, when students are asked to solve problems related to Mathematics or Natural Science lessons, they must use their knowledge in a more structured and applicative way, which makes their understanding of the material stronger and more durable. In addition, PBL promotes ethical development through collaboration in groups. In PBL, students work in teams to solve problems, which allows them to practice social skills such as cooperation, good communication, mutual respect, and empathy for group mates. PBL provides a space for students to learn about personal and collective responsibility, which is very important in character building. Students learn to respect differences of opinion, listen carefully, and resolve conflicts peacefully in groups, which are important aspects of positive ethics. The implementation of PBL also has a positive impact on the development of students' attitudes of responsibility and discipline. When faced with a problem that requires resolution within a certain time, students learn to better manage their time and take responsibility for their role in the group.

This increases their self-confidence and encourages them to work harder to achieve common goals. PBL teaches students that good achievement requires effort and cooperation, which is an important value in the formation of noble ethics. Finally, by integrating problem-based learning in various subjects, students at 14 Sentosa Panti Elementary School not only gain more applicable knowledge, but also stronger character values. For example, as they solve problems related to social issues, such as waste management or unity in society, students can learn the importance of social responsibility and togetherness. Thus, PBL not only improves students' academic learning outcomes, but also plays a role in shaping good ethics, which is beneficial for their holistic development.

METHODS

Classroom Action Research, is an action research carried out at the grade level related to the application of the PBL learning model to student learning outcomes in PAI learning.

Classroom action research etymologically consists of three terms, namely research, action and class: First, research is a problem-solving process that is carried out systematically, empirically and controlled, Second, Action is as a treatment carried out by the researcher, namely the teacher, and Third, the classroom is where the learning process takes place. Classroom action research is research conducted by teachers in the classroom or in the school where they are taught, with an emphasis on improving or improving practices and processes in learning classroom action research is "a form of self-reflection activity carried out by educators in an educational situation to improve rationality and fairness about: (a) their educational practices, (b) their understanding of those practices, and (c) the situations in which they are implemented". The purpose of CAR is "to improve the quality of learning practices in schools, educational relevance, quality of educational outcomes, and efficiency of education management". This study seeks to examine in depth efforts to improve student learning outcomes by applying the PBL learning model at SD Negeri 14 Sentosa Panti. So based on the reality in the field, the most appropriate type of research to be used in this study is Classroom Action Research (CAR).

The research method used to examine the influence of Problem Based Learning (PBL) in improving learning outcomes and student ethics at Elementary School 14 Sentosa Panti is a qualitative research method with a case study approach. This research was conducted in a classroom that implements PBL as the main learning method, with the aim of delving deeper into how the problem-based learning process can affect students' academic understanding as well as their character development. Data is collected through various techniques, such as direct observation, interviews with teachers and students, and analysis of learning documents used in the classroom. Observation was carried out to monitor the learning process and student interaction during PBL activities. Researchers observed how students worked in groups, collaborated, and solved problems given by teachers. In addition, the researcher also recorded the students' development in terms of social skills and their attitudes during group activities.

Interviews with teachers were conducted to obtain information about their experiences in implementing PBL, the challenges they faced, and their perception of changes in learning outcomes and student character. Interviews with students aim to understand their perspective on the learning experience using PBL, as well as how this method affects their attitudes and behaviors, especially in terms of ethics. In addition, this study also uses document analysis to evaluate student learning outcomes. The documents analyzed included homework, group assignments, and tests given before and after the implementation of PBL. This allows researchers to measure changes in students' academic understanding.

The data obtained from observations, interviews, and document analysis were then analyzed thematically to identify patterns that emerged related to the improvement of learning outcomes and student ethics. With this approach, this study seeks to provide an in-depth and comprehensive picture of the impact of PBL on these two aspects at 14 Sentosa Panti Elementary School. The findings of this study are expected to provide insight for educators in optimizing the use of PBL methods in learning at the elementary school level, especially in improving academic quality and student character at the same time.

RESULTS

The results of the study showed that the implementation of Problem Based Learning (PBL) at Elementary School 14 Sentosa Panti had a positive impact on improving student learning outcomes. During the implementation of PBL, students showed higher involvement in the learning process. They not only learned to memorize information, but were also able to apply the knowledge gained in solving the problems given. This was seen in the increase in test scores and assignments that reflected students' deeper understanding of the subject matter, such as mathematics and science, which were taught

using a problem-based approach. In addition to improving academic learning outcomes, PBL also made a significant contribution to the development of students' character.

The collaborative process in groups encourages students to practice social skills, such as good communication, working together, and respecting each other's opinions. In each group assignment, students learn to share ideas, listen to their group mates, and resolve conflicts in a constructive way. Empathy and social responsibility also develop as students engage in problem solving related to real social issues, such as environmental management or cooperation in society. This enhances moral values and positive character in students. The implementation of PBL also presents challenges for students who are accustomed to more traditional learning.

Some students take longer to adapt to an approach that requires them to be more independent in seeking information and working in groups. However, with proper guidance from teachers, students can overcome these challenges and feel the benefits of this method. PBL, which focuses not only on cognitive aspects but also on affective and social aspects, successfully develops critical thinking skills, problem solving, and good character in students, which are very important for their future readiness.

DISCUSSION

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Problem-Based Learning (PBL) is an approach that can improve student learning outcomes in Islamic Religious Education (PAI) learning. This model requires students to think critically in solving problems related to real life, so that they understand religious concepts more deeply. In PAI learning, understanding of Islamic values is not only limited to theory, but also needs to be applied in everyday life. Therefore, PBL is an effective method in building a more applicable understanding for students. By using PBL, students are encouraged to find solutions to various problems related to Islamic teachings. They are invited to discuss, analyze, and explore various Islamic sources, such as the Qur'an, Hadith, and the opinions of scholars. This process helps students not only memorize the material, but also understand its meaning more contextually. Thus, students have a stronger understanding and are able to relate Islamic teachings to their lives. In addition, the problem-based learning model improves students' critical and creative thinking skills. In

solving a problem given by the teacher, students must use good logic, analysis, and reasoning. This trains them not only to passively receive information, but also to be able to develop arguments and solutions that are in accordance with Islamic principles. As a result, students are more independent in understanding and practicing religious teachings, not just based on memorization alone.

The application of PBL can also increase students' motivation to learn in Islamic Religious Education subjects. When students are given challenges in the form of problems that are relevant to their lives, they become more interested in finding answers and solutions. This creates more interesting and enjoyable learning compared to lecture methods that tend to be one-way. With increased motivation, students become more active in the learning process, so that their learning outcomes also increase. In addition to increasing understanding and motivation, the PBL model also encourages strengthening character values in students. In the problem-based learning process, students learn to work together in groups, discuss, and respect each other's opinions. This helps them internalize Islamic values such as helping each other, honesty, and mutual respect. Thus, Islamic religious education is not only a theory, but is also reflected in students' daily behavior.

In terms of learning evaluation, PBL allows teachers to assess students' understanding more comprehensively. Teachers can see how students formulate solutions, work together, and apply Islamic concepts in solving problems. Evaluation is not only based on written exams, but also through observation of students' thinking processes and group work. Thus, the assessment becomes more authentic and reflects students' overall understanding. Overall, the problem-based learning model provides many benefits in improving student learning outcomes in Islamic Religious Education. In addition to improving students' understanding and memory of the material, this method also trains critical thinking skills, increases learning motivation, and instills Islamic values in everyday life. Therefore, Islamic Religious Education teachers can consider implementing PBL as an effective alternative in improving the quality of Islamic religious learning in schools.

CONCLUSION

Penelitian ini menunjukkan bahwa penerapan metode Problem Based Learning (PBL) di Sekolah Dasar 14 Sentosa Panti terbukti memberikan dampak positif yang signifikan dalam meningkatkan hasil belajar siswa serta perkembangan budi pekerti mereka. Dengan PBL, siswa tidak hanya memperoleh pemahaman yang lebih mendalam terhadap materi pelajaran, tetapi juga mengembangkan keterampilan berpikir kritis, pemecahan masalah, dan kolaborasi dalam kelompok. PBL memungkinkan siswa untuk belajar dengan cara yang lebih aktif dan aplikatif, menghubungkan konsep-konsep yang dipelajari dengan situasi dunia nyata. Selain itu, PBL juga berkontribusi besar terhadap pembentukan karakter positif siswa, seperti tanggung jawab, empati, dan sikap kerja sama yang baik. Meskipun ada tantangan dalam penerapannya, seperti kesulitan beberapa siswa dalam beradaptasi dengan metode ini dan perlunya pelatihan bagi guru untuk mengelola kelas berbasis masalah, hasil penelitian menunjukkan bahwa dengan dukungan yang tepat, PBL dapat menjadi pendekatan yang efektif dalam meningkatkan kualitas pendidikan di sekolah dasar, membekali siswa dengan pengetahuan serta karakter yang berguna untuk kehidupan mereka ke depan.

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