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Problem Based Learning Model to Improve Student Learning Activities in Islamic Education Learning at SD Negeri 03 Beringin

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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 47.21%, the first cycle 69.59% and in the second cycle it increased to 89.66%. 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.

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INTRODUCTION

Education is indispensable for human beings as a means for self-development, because education is one of the foundations that determines the resilience and progress of a nation. The educational pathway can also be obtained through formal education and non-formal education pathways. Schools as formal educational institutions are required to carry out a good and optimal learning process as much as possible. As stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I, Article I, it is explained 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 that are necessary for them, community, nation and state"

The implementation of learning has undergone changes today, in the name of students is not only considered as a learning object, but must be given an active role and used as a partner in the learning process so that students act as active students while teachers act as

creative facilitators and mediators. Islamic Religious Education is one of the disciplines in which it studies various religious studies including the Qur'an and Hadith, Aqidah, Morals, Fiqh and also the History of Islamic Civilization. This Islamic Religious Education subject is very important for students both personally and in the community because in addition to discussing aqidah, Islamic Religious Education also discusses daily life problems. However, so far there are still many students who have difficulty understanding and following this lesson.

According to Slameito, the difficulty or lack of student displeasure with lessons can be caused by two factors, namely internal factors are factors that come from within students, this factor is influenced by three factors, namely physical factors, psychological factors and fatigue factors. While external factors are factors that come from outside the student, where this factor affects students in learning activities are family factors, school factors, and community factors. The students can only hear and see how the teacher explains a subject and students are used to always receiving explanations from the teacher. When asked if anyone did not understand, they just kept quiet, silent because they understood or silent because they were afraid to ask questions.

In learning, not a few students think that Islamic Religious Education is a very boring subject and not a few students try to avoid these subjects because they memorize too much, while they think the lessons are not useful for life. According to the author, this is a wrong assumption and it is likely that this situation arises due to the lack of variation in the delivery of learning materials. In the process, students' attention to the material provided by the teacher will greatly affect the success or failure of the teaching and learning process. More intensive student attention to the material provided by the teacher will cause the transfer of knowledge to occur more easily, so it is hoped that the teaching and learning process will be more successful. One of the causes of low learning outcomes is the result of low student activity in participating in lessons. For this reason, a solution was sought. One alternative solution is through the Problem Based Learning (PBL) Learning Model. This research aims to increase student activities in PAI learning, so that it is finally expected to improve student learning outcomes by applying the Problem Based Learning (PBL) learning model.

In reality, SD Negeri 03 Beringin is a school that uses the Independent curriculum. The learning process carried out with the Independent curriculum is student-centered (Student Center Learning) because students are required to be active, creative, innovative and productive. However, during the learning process of PAI subjects, the lecture method is still often used so that learning is still teacher-centered (Teacher Center Learning), and students tend to still be passive in the classroom and teachers only present material theoretically and discuss problems when the learning process takes place, while students only listen to the teacher's lecture in front of the class. tends to be more in the realm of memorizing verses and then applying them to the application of daily life. As a result of the habit of mostly memorizing, the student becomes less creative in solving problems, low social interaction, and less efficient learning process activities and ultimately low learning achievement.

METHODS

This research aims to improve the learning activities of class V Phase C students at SDN 03 Beringin through the application of the Problem Based Learning (PBL) learning model in Islamic Religious Education (PAI) subjects. This study uses the Classroom Action Research (PTK) method which is carried out in several cycles based on the Kemmis and McTaggart model, which consists of planning, implementation, observation, and reflection stages. The research process includes problem identification, development of learning strategies, data collection through observation, interviews, and questionnaires, as well as analysis of results to improve the quality of learning. This research took place during the second semester of the 2024/2025 school year and involved 10 students who were selected by

purposive sampling. The results of the research are expected to increase students' involvement and their understanding of the main message material in Q.S Ali-Imran/3:64 and Al-Baqarah/2:256.

The application of the Problem Based Learning (PBL) method in schools can be done with structured and planned steps to improve student learning outcomes. Here are some ways to implement PBL that can be used to achieve these goals: 1) The first step in implementing PBL is to select or design a problem that is relevant to the topic being studied. These problems should be contextual and relate to real life, so that students feel challenged to solve them. For example, in a science lesson, teachers can ask questions about climate change and its impact on human life. In math lessons, a problem that can be used is budget planning for an event. The problem must be complex enough to encourage students to think critically and do research to solve it; 2) After the problem is presented, students are divided into small groups to work together to solve the problem. The division of groups must pay attention to the diversity of students' abilities, so that each member of the group can help each other and make meaningful contributions.

This group work will train students' collaboration, communication, and social responsibility skills in completing tasks together; 3) Students are given the opportunity to search for the information needed to solve problems. Teachers can provide guidance on resources that can be used, such as textbooks, articles, the internet, or even interviews with experts in related fields. At this stage, students must analyze the information they obtain, evaluate the relevance and credibility of those sources, and devise rational, data-driven solutions. 4) After conducting research and developing solutions, students then discuss the results of their findings in groups. Each group should put together a clear and structured presentation to explain how they solved the problem and the solution they offered. This presentation can be done in front of the class, and other students are given the opportunity to provide feedback or ask questions. This not only improves communication skills, but also hones critical thinking skills, as students need to account for their solutions in front of their peers. 5) After the presentation, the teacher gives time for students to reflect on the learning process they have gone through.

Students can reflect on what they have learned, the challenges they faced, and things that can be improved in the process. The evaluation was carried out to assess the extent to which the group succeeded in solving problems and delivering effective solutions, both in the aspects of knowledge gained and in the collaboration skills developed. 6) PBL can be integrated into a variety of subjects, not just in science or mathematics. For example, in a history lesson, students may be given problems related to social or political change, and asked to analyze their impact on society. Teachers need to plan PBL thoroughly so that this method can be used to support the achievement of broader learning goals. With this approach, students can see the connection between the material they learn and the real world, thus making learning more meaningful and applicable. 7) Technology can be a very useful tool in implementing PBL.

Teachers can take advantage of a variety of additional learning resources through the internet, learning videos, or software that supports problem-based learning. The use of technology allows students to access information more broadly and work together more efficiently, especially in group projects. It also improves students' tech skills, which are in high demand in an increasingly digital world; 8) PBL motivates students to not only focus on the correct answer, but also on the problem-solving process itself. Students are encouraged to think critically and creatively in identifying the best solutions. They must consider various possibilities, strategize, and design innovative solutions. These skills are essential for the development of students' analytical thinking and problem-solving abilities outside of formal education. With the above steps, PBL can be effectively implemented in schools to improve student learning outcomes. This problem-based learning develops not only academic knowledge, but also social and personal skills that are in high demand by students in an ever-evolving world.

RESULTS

In the findings of the first cycle, the application of the PBL learning method was proven to increase students' interest in learning in Islamic Religious Education and Ethics lessons. Students show more active involvement during the learning process, especially in group discussions which is the most preferred aspect. The discussion increased the dynamics of learning, with students actively exchanging opinions and supporting each other. Group discussion and presentation methods are considered effective in helping to understand the material, making learning more interesting and useful. However, there are technical obstacles related to the use of technology, which interfere with the smooth presentation and delivery of materials, as well as the time allocated for discussions is felt to be lacking. This resulted in some students feeling that they did not understand enough material before the presentation.

The division of groups based on learning styles (Visual, Auditic, Kinesthetic) is effective in meeting the diverse learning needs of students, with positive responses from students to this approach. Most students show a high interest in the lessons after the application of this method, with many feeling very satisfied. Teachers also feel that this method makes the teaching and learning process more varied, although challenges related to time and technology need to be overcome. The process in this class action research is carried out with four cycles, namely cycle I, cycle II, cycle III and cycle IV. Each cycle consists of four stages, namely planning, action, observation and reflection.

This research was carried out in four cycles each consisting of planning, implementation, observation, and reflection stages. Prior to the study, pre-cycle scores were obtained through pre-tests that showed an average of 60% student ability, which had not yet reached the success indicator. In the first cycle, actions were carried out using audio visual media, but the observation results showed that despite the increase, it was not significant with 60% of students still in the category of starting to develop. In cycle II, there was an increase with 50% of students in the advanced category. Cycle III showed further progress with 50% of students achieving the advanced category and 40% of the capable category. In cycle IV, a more significant increase occurred with 90% of students in the advanced category and only 10% in the proficient category, demonstrating the effectiveness of the measures applied.

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.

DISCUSSION

The group discussion method is one of the active learning strategies that involves students in the process of exchanging ideas, analyzing, and solving problems together. The discussion of this method includes several important aspects that support the improvement of student learning outcomes at the upper secondary level: 1) Encouraging Active Participation. Group discussions allow students to engage directly in learning. They not only listen to the teacher's explanations, but also actively convey ideas, ask questions, and provide responses. This process strengthens students' engagement with the learning material, improves memory, and deepens their understanding. 2) Developing Critical Thinking, in group discussions, students are invited to evaluate various viewpoints and discuss alternative solutions to a problem. For example, in a history lesson, students can analyze the causes and effects of a historical event from various perspectives. This process trains them to think logically, critically, and analytically, which are essential skills at the upper secondary education level. 3) Group discussions provide space for students to practice speaking, listening, and expressing opinions in a clear and polite way.

They learn how to articulate their ideas well, respond to other people's arguments, and build effective communication. These skills will be useful not only in school but also in everyday life. 4) In groups, students learn to cooperate with others, understand different points of view, and respect differences of opinion. This helps them develop empathy and the ability to adapt to team dynamics. For example, when working in groups made up of diverse backgrounds, students learn to appreciate diversity and build a sense of solidarity. 5) Group discussions create an interactive and fun learning atmosphere. When students feel actively engaged, they become more motivated to learn. Additionally, success in completing group assignments or understanding material through discussions can increase their confidence. 6) Strengthen understanding of the material, Through discussions, students can teach each other and improve their understanding of the material studied. If there is a misunderstanding, friends in the group or the teacher can provide clarification, so that the student's understanding becomes better. This process also speeds up learning as students learn from different perspectives. 7) Preparing students for the real world, the group discussion method trains students to face real-life situations where they have to cooperate, collaborate, and solve problems with others.

These skills are very relevant for their future professional and social lives. The discussion of the group discussion method emphasizes the importance of this approach in

creating student-centered learning. By maximizing active participation, collaboration, and reflection, group discussions become an effective tool to improve the learning outcomes of high school students holistically.

CONCLUSION

The group discussion method is an effective learning strategy to improve the learning outcomes of high school students because it encourages active participation, critical thinking, and mastery of communication skills. In the process, students not only understand the material more deeply, but also practice the ability to work together, respect differences of opinion, and solve problems collaboratively. Group discussions create an interactive and fun learning environment, thereby increasing students' motivation to engage directly in learning. In addition, this method prepares students with relevant social and academic skills for daily life and the future, such as analytical skills, effective communication, and teamwork. With these various benefits, group discussions are a learning approach that not only enriches students' understanding of the material, but also builds competencies that are essential for their success at the next level of education and in real life.

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