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Improving the Learning Outcomes of Islamic Religious Education Students with the Problem Based Learning Model at SD Negeri 27 Kotapinang

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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 42.89%, the first cycle 69.87% and in the second cycle it increased to 89.32%. 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 plays a crucial role in shaping the future of children. However, many parents still neglect the importance of their children's education, despite the government's efforts to provide adequate facilities for students. This issue stems from a lack of awareness regarding education and a deficiency in teaching moral values and ethics to the younger generation. In the context of Islamic Education, there is a noticeable gap in its integration into public schools. Therefore, there is a need to enhance Islamic Education in schools to nurture young individuals with good character, ethics, and moral behavior. Education, in this sense, is a deliberate effort to prepare students for maturity and high competency. The objective of studying Islamic Education is to broaden one's understanding of Islam, which is obligatory for all Muslims, regardless of gender. The teaching and learning process plays a central role in achieving educational goals. It is the interaction between students and educators that determines the success of learning outcomes. Students, each with unique

characteristics, interests, abilities, and backgrounds, require individualized attention. Teachers are tasked with helping students with diverse characteristics to master the competencies set out in the curriculum.

One common challenge that teachers face in the classroom is a lack of student interest in the subject matter. Monotonous teaching methods, boring content, and teacher-centered lessons often contribute to disengagement and low motivation, which negatively impacts learning outcomes. This persistent issue can create significant obstacles in reaching educational goals, making it crucial for teachers to find ways to improve student performance and engagement. According to the Indonesian National Education System Law (Sisdiknas No. 20 of 2003), the goal of national education is to enlighten the nation and develop a well-rounded Indonesian citizen who is devout, knowledgeable, skilled, virtuous, healthy in body and mind, intelligent, creative, independent, and responsible. To align with this vision, it is essential to enhance students' interest in learning, particularly in subjects like Islamic Education (PAI). Student interest has a direct influence on the learning process and outcomes, facilitating a smoother learning experience. One effective method currently gaining popularity among educators is the Problem Based Learning (PBL) model. PBL is considered a relevant and innovative approach, responding to the needs of a dynamic society that demands creativity, innovation, and competitiveness. This method fosters a creative environment that allows students to adapt to various situations and challenges, helping them develop critical thinking and problem-solving skills. Problem Based Learning is seen as a departure from traditional, teacher-centered models, offering a more interactive and student-centered approach to learning.

The elements that attract students' attention in school include the teaching model, learning tools, classroom environment, and the teacher's role. When students are interested in a topic, they direct all their focus and energy toward it, which enhances their engagement and learning experience. Given these insights, the author was motivated to conduct action research with the title, "Improving Learning Outcomes in Islamic Education Through the Problem-Based Learning Model: The Case of Post-Baligh Obligations in Grade IV at SD Negeri 27 Kotapinang." This study aims to investigate how PBL can improve students' academic performance in Islamic Education, particularly in understanding post-Baligh responsibilities.

METHODS

This study employs a Classroom Action Research (CAR) approach, conducted by the teacher in their own classroom through self-reflection, with the goal of improving their teaching performance and enhancing student learning outcomes. The research follows the typical CAR stages: planning, action implementation, observation, and reflection. During the planning phase, the researcher prepares a teaching module on the topic of welcoming adulthood. In the action implementation phase, the teacher applies the PBL (Problem-Based Learning) method to the material on welcoming adulthood to stimulate students' knowledge and deliver lessons aligned with the created module. Throughout the learning process, all student activities are observed to gather relevant data. In the reflection phase, the researcher analyzes the results of the observations during the learning process and conducts tests to evaluate students' learning outcomes.

The study includes two key variables: the independent variable (X), which is the implementation of the PBL method, and the dependent variable (Y), which is the students' learning outcomes. The subjects of this study are 20 students from grade IV at SDN 27 Kotapinang, focusing on the improvement of Islamic Education (PAI) learning outcomes using the PBL method. This choice stems from the fact that 71% of the grade IV students have not met the Minimum Completeness Criteria (KKM) of 70 in Islamic Education. For data collection, the students of grade IV at SDN 27 Kotapinang are both the subjects of the research and active participants in the conducted activities. Classroom action research is characterized by two main aspects: involvement and improvement. The data collected in

this study includes test results, observations, interviews, field notes, and documentation from each improvement action. The data is categorized into qualitative and quantitative aspects. Qualitative data is gathered through documentation and observation, while quantitative data is obtained from test scores and observation results. Data collection is a critical element in classroom action research, as errors in the process can impact the quality of the research findings. Generally, data collection techniques are divided into two categories: test techniques and non-test techniques.

Tests are a series of questions or exercises used to measure an individual's or group's skills, knowledge, intelligence, abilities, and talents. In this research, the tests consist of a cycle 1 test and a follow-up cycle test, both given at the end of each cycle. The test items are in the form of essay questions, with 10 questions based on the lesson material. Before the learning outcome tests are used, the test content is first validated and analyzed by a supervisor. After validation, the test instruments are then pilot-tested with the students to ensure the validity and adequacy of the research instruments.

In addition to tests, non-test techniques are also used in this research, including observation and documentation. Observation refers to data collection through careful and systematic observation and recording (Dra. Hj. Arosmla Dewi, 2010: 91). The observation must be conducted meticulously to gather objective data. Documentation, derived from the term "document," refers to written materials such as books, magazines, regulations, meeting minutes, and diaries (Dra. Hj. Arosmla Dewi, 2010: 106). In this research, documentation is used to obtain school data, photographs from the research process, and student identities. Student identities, including names and student ID numbers, are gathered from the school's existing documents. For data analysis, the study employs the technique of analyzing the difficulty level of each test item. The difficulty level of a test item is an indicator of its quality, determining whether the question is easy, moderate, or difficult. A question is considered easy if most students answer it correctly, while it is considered difficult if most students cannot answer it correctly. The difficulty level can be calculated by considering the proportion of test participants who answer each question correctly.

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RESULTS

Before conducting this classroom action research, the researcher first administered a pre-test. The pre-test was attended by all students in class IV of SD Negeri 27 Kotapinang, totaling 20 students. The purpose of the pre-test was: 1) To assess the students' level of engagement in learning Islamic Education, specifically on the topic "Improving Islamic Education Learning Outcomes with the PBL (Problem Based Learning) Model, Material on Obligations After Reaching Puberty" for class IV SD Negeri 27 Kotapinang in the academic year 2024/2025; 2) To evaluate the students' learning outcomes on the topic of obligations after puberty. To assess students' learning engagement, observations were conducted. Meanwhile, to measure students' learning outcomes, a pre-test was administered in the form of an essay with 10 questions, which students were required to complete within 35 minutes.

The data presented indicates that the learning outcomes of Islamic Education students in class IV at SD Negeri 27 Kotapinang on the topic of obligations after reaching puberty, prior to the intervention, were categorized as follows: 25% of students were in the good category, 40% in the sufficient category, 25% in the poor category, and 10% in the very poor category. The average score of the students at this initial stage was 68, which indicates that the learning outcomes were not satisfactory and fell into the poor category. This situation provided the impetus for the researcher to implement the Problem-Based Learning (PBL) model in subsequent lessons. In the first cycle of the research, the action plan followed four key stages: planning, implementation, observation, and reflection. During the planning phase, the researcher analyzed the curriculum to determine the essential competencies to be delivered using the PBL model. A lesson plan incorporating this model was created, along with student worksheets, research instruments, and evaluation tools. In the implementation phase, the first session of the cycle took place on November 26, 2024, with assistance from a partner teacher. During this session, the teacher introduced the topic "Obligations After Puberty" and outlined the learning objectives. The teacher also motivated students to engage in solving the selected problem, guided them in organizing tasks related to the topic, and encouraged them to gather information and conduct experiments to better understand the material. Furthermore, the teacher facilitated student reflection on their learning process.

However, at the outset of the first cycle, the implementation did not fully align with the initial plan. This was primarily due to some students not yet comprehending the steps involved in Problem-Based Learning. To address this challenge, the teacher provided more detailed explanations and offered additional support to students struggling with the PBL steps. By the end of the cycle, both the teacher's observations and feedback from colleagues showed that students had become more accustomed to the PBL method. They began to understand that PBL involves specific steps, contributing to an improvement in their learning engagement. The observation of student activity during the first cycle revealed a positive shift in student engagement. With the implementation of the PBL model, students participated more actively in the learning process, indicating a growing understanding and involvement in the lesson. This progress set a solid foundation for the next phase of the research and further application of the Problem-Based Learning approach.

The data above shows that student activity during the first meeting of the first cycle varied according to different aspects of engagement. Regarding attention to the researcher's explanation, 20% of students were classified as very active, 50% as active, and 30% as less active. In response to the researcher's questions, 25% of students were very active, 55% active, and 20% less active. When responding to opinions from other students, 20% were very active, 45% active, and 35% less active. In terms of asking questions, 20% of students were very active, 45% active, and 35% less active. When explaining to peers, 20% were very active, 30% active, and 50% less active. Regarding

teamwork, 30% of students were very active, 40% active, and 30% less active. Finally, when listening to explanations, 35% were very active, 40% active, and 25% less active.

From this data, it can be concluded that student engagement during the first meeting of the first cycle improved compared to the initial conditions. By the first cycle, students had become more accustomed to the Problem-Based Learning (PBL) approach and appeared to enjoy participating in the learning activities. This is especially evident in the increased engagement during group discussions. In terms of classroom management, the observations of the partner teacher revealed how well the steps of the PBL method were applied. The assessment of the classroom management, based on the observations from the partner teacher during the first cycle, resulted in a score of 28 (refer to Appendix 5), translating to a percentage of 63.64%. This indicates that the application of PBL in managing classroom activities was effective, though there remains room for improvement as the learning process progresses.

Based on the results of the observations and evaluations, the strengths and weaknesses of the learning process in the second cycle were identified. The teacher had become familiar with implementing the Problem-Based Learning (PBL) model in the classroom, as evidenced by the teacher's activities during the lesson reaching 82.80% engagement. Students had also adjusted to learning with the problem-based learning model, as seen in the improved observation of their activities, reflecting increased participation. Students became more active and engaged in the learning process, showing more seriousness in group discussions and the question-and-answer sessions. The learning outcomes of the students at the end of the second cycle showed significant improvement, with the average score rising from 75.0 to 82.8, and all students achieved scores above the Minimum Completion Criteria (KKM) of 70. Based on these reflections, it was decided that the research would not proceed to the next cycle because the study had already met the success criteria, which were that at least 70% of students actively participated in the Islamic Education lessons and that the average student score should be at least 70. In this case, the average score of the students reached 82.8, fulfilling the target. Therefore, the hypothesis stating that "the use of the PBL model improves learning outcomes in Islamic Education on the topic of obligations after reaching maturity for fourth-grade students at SD Negeri 27 Kotapinang in the 2024/2025 academic year" was accepted, as the students' performance improved from an initial score of 75.0 to 82.8 by the end of the second cycle.

DISCUSSION

Improving the learning outcomes of students is a primary goal of education, particularly in Islamic Religious Education (PAI) at the elementary school level. At SD Negeri 27 Kotapinang, the introduction of the Problem-Based Learning (PBL) model aimed to enhance the effectiveness of teaching and foster greater engagement among students. Before the implementation of PBL, students' learning outcomes were lower than expected, with a significant percentage failing to meet the Minimum Competency Standards (KKM). This situation led to the consideration of alternative instructional methods, with PBL emerging as a promising approach to boost student performance, particularly in Islamic Religious Education on the topic of obligations after reaching maturity.

Problem-Based Learning is an instructional model that encourages students to actively engage in problem-solving tasks. This model differs from traditional teacher-centered approaches by placing students at the center of the learning process. In PBL, students work collaboratively in groups to solve real-world problems, allowing them to apply theoretical knowledge to practical situations. In the context of Islamic Religious Education, this model was used to address the topic of obligations after reaching maturity, a key aspect of the curriculum. The aim was to engage students not only in theoretical understanding but also in critical thinking and decision-making regarding their religious responsibilities. The implementation of PBL was carried out in two cycles, with each cycle

consisting of planning, action, observation, and reflection stages. In the first cycle, it was observed that many students faced difficulties in understanding the steps of problem-based learning, which impacted their overall participation. However, as the teacher provided more guidance and clarified the learning process, students began to adapt and engage more actively. This initial challenge highlighted the importance of teacher support in helping students transition from a passive to an active learning role, which is a fundamental aspect of PBL.

By the second cycle, students had become more familiar with the problem-based learning model. The majority of students actively participated in group discussions, problem-solving activities, and were more confident in asking and answering questions. Their engagement during lessons showed significant improvement. The teacher's role as a facilitator became more evident, with the students taking ownership of their learning. The increased participation and enthusiasm from students indicated that the PBL model was successfully fostering a more interactive and student-centered classroom environment. As a result of the implementation of PBL, there was a noticeable improvement in students' learning outcomes. In the first cycle, the average score of students was 75.0, with some students still struggling to meet the KKM. However, by the second cycle, the average score increased to 82.8, and all students had surpassed the KKM threshold. This improvement reflected the effectiveness of the PBL model in engaging students and enhancing their understanding of the material. The increase in student performance also indicated that the model helped students retain and apply their knowledge more effectively, making learning more meaningful and impactful.

The success of the PBL model in improving learning outcomes can be attributed to several factors. First, the model encouraged students to think critically and independently. Second, the collaborative nature of PBL allowed students to share ideas, learn from each other, and develop communication and teamwork skills. These aspects of PBL align with the goals of Islamic Religious Education, which aims not only to impart knowledge but also to foster the development of good character and social skills. By working together to solve problems, students learned the importance of cooperation, respect, and responsibility—values that are central to Islamic teachings. In conclusion, the use of the Problem-Based Learning model at SD Negeri 27 Kotapinang has proven to be a highly effective method for improving the learning outcomes of students in Islamic Religious Education. Through active participation, collaborative problem-solving, and critical thinking, students demonstrated significant improvements in both their academic performance and their engagement in the learning process. The success of this approach underscores the importance of adopting innovative teaching methods that cater to the diverse needs of students and create a more dynamic and interactive learning environment. With continued application and refinement, PBL could become an integral part of the educational approach at SD Negeri 27 Kotapinang, helping to produce students who are not only knowledgeable but also well-rounded and responsible individuals.

CONCLUSION

Classroom Action Research (PTK) on grade IV students of SD Negeri 27 Kotapinang for the 2024/2025 school year was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementation of actions, (3) observation, and (4) reflection. Based on the discussion and research results, it can be concluded as follows: Learning to repel bullets using the play method in grade IV students is felt to be able to improve the learning process of repelling bullets. Where it can be seen from the average increase in score acquisition from the first cycle of 75.0% and increased in the second cycle by 82.8% where it increased by 7.8%.

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