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Efforts to Improve Students' Learning Outcomes Using the Problem Based Learning Method in Islamic Education at SD Negeri 081228 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. 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, problem based learning, Islamic education

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INTRODUCTION

Education is an effort to enlighten the nation's life so that each individual can develop into a complete human being with a strong Pancasila spirit. This is stated in the Indonesian Law No. 20 of 2003 concerning the National Education System, which declares that: "National education functions to develop abilities, shape the character, and civilization of a dignified nation to enlighten the nation's life. Its purpose is to develop students' potential to become individuals who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, and democratic citizens who are responsible." Furthermore, education is an effective and efficient tool for enhancing human resource quality to achieve the desired progress. Based on the results of daily tests, it was found that students' learning outcomes in the material of Asmaul Husnah were still low and below the minimum completeness standard. Several factors contribute to this, including: students' cognitive ability to understand the concepts of the material being low, monotonous and boring teaching methods, and students being less motivated to study.

The learning process that relies solely on memorization makes the concepts learned easy to forget. This becomes a challenge that teachers must face and address.

Teachers are required to be more creative in designing and implementing the learning process. One way to overcome this challenge is by choosing the right learning model as part of the teaching strategy. The teacher's preparedness in managing the learning process will positively impact students, including improving learning outcomes in accordance with the indicators to be achieved. One learning model that can be applied to the Asmaul Husna material is Problem Based Learning, as this model allows students to actively engage, each having their role and responsibility, which will increase their participation during the lesson. Problem Based Learning is a teaching method where students are provided with a problem and an answer sheet with several alternative answers. Students are expected to find solutions and ways to resolve the given problem. Given this explanation, the researcher finds it important to conduct a study on efforts to improve learning outcomes of Asmaul Husna material using the Problem Based Learning method.

METHODS

This study uses Classroom Action Research (CAR) as its research method. CAR is a reflective study conducted by the practitioner to enhance the quality of their actions in fulfilling their duties, deepen their understanding of the actions taken, and improve the conditions in which the learning process takes place. The research utilizes a qualitative approach to gather in-depth insights. The research involves two variables: the independent variable is the implementation of the Problem Based Learning (PBL) model, while the dependent variable is the student learning outcomes in the Asmaul Husnah material. The population of this study consists of fifth-grade students at SD Negeri 084085 Sibolga for the 2024/2025 academic year. The sample includes 12 students from the class, consisting of 7 male students and 5 female students.

In terms of data, the study collects both quantitative and qualitative data. Quantitative data is related to student learning outcomes, such as test scores and assignments, while qualitative data is obtained through observations of the PBL implementation in the classroom. The sources of data are the fifth-grade students and the teacher of Islamic Education and Moral Education. To gather the data, the research employs three techniques. First, written tests, including a pretest and a posttest, are administered to assess students' learning outcomes in mastering the material delivered through PBL. Second, observations are conducted to evaluate the effectiveness of the actions taken, including monitoring student activities and the teacher's methods during the learning process using PBL. Lastly, documentation is used to collect relevant materials, such as photos of the learning activities that demonstrate the use of PBL. These methods help the researcher obtain a comprehensive understanding of the impact of the PBL model on student learning outcomes.

The collected data will be analyzed in a qualitative descriptive manner. The data obtained from the student learning outcome test will be used to find the average score of each cycle, as well as to assess the extent of improvement in student learning outcomes. Data analysis was carried out after all data was collected, by comparing the score of each cycle with the KKM (Minimum Completeness Criteria) that had been set, which was 75 (in accordance with the KKM applicable at SD Negeri 084085 Sibolga). This research is a qualitative research oriented to a descriptive qualitative approach, namely research based on the natural background as a direct source of data and the researcher is a small instrument. This type of research is Classroom Action Research. Classroom Action Research is a form of reflective study by actors who take actions to increase the rational stability of their actions in carrying out their duties, deepen their understanding of the actions carried out in this study using a qualitative approach.

Research Subject

fourth grade students of SDN 081228 Sibolga, Sibolga District, Sambas, Sibolga City, the number of students is 23 people consisting of 6 boys and 4 girls. Data Collection Techniques Data collection techniques include: 1. Written Test, in the form of a preliminary test and a final test. The test was carried out to obtain data on the learning outcomes of students in mastering the material that had been delivered through the application of the Problem Based Learning learning model. 2. Observation, The observation sheet used in this study is an observation sheet to see student activities and an observation sheet of teacher activities when the learning process is adjusted to the syntax of the Problem Based Learning learning model. 3. Documentation, used to obtain all existing documents during research activities, namely in the form of photos of learning activities using the Problem Based Learning learning model.

RESULTS

Initial observations are carried out with the aim of finding out the problems that teachers usually face when carrying out learning in the classroom. The results of initial observations in the Asmaul Husna Subject in grade IV, most of the students' learning outcomes have not been completed. Before the start of the research, the determination of basic competencies was carried out as material to be studied in the implementation of the Project Based Learning learning model. During the research, learning activities are carried out by the researcher as a material provider by observing students. The result of the observation that during learning students do not have enthusiasm in listening to the teacher, there are even some students who are busy with their own world and are less interested in learning in the classroom. In addition, students are less agile in solving problems related to learning. Based on the results of the observations made, it can be seen that the activeness and motivation of students during the learning process is still low, so it is necessary to get attention by changing the learning model in the classroom with Project Based Learning. Before the start of the research, basic competencies were determined to be able to determine the material to be taught with the Project Based Learning learning model. Basic competencies have a time allocation of 2 hours of lessons that can be carried out in 2 hours x 1 meeting. Data collection was carried out using a student evaluation sheet which was compiled based on indicators that were in accordance with the student outcome indicators.

In the first phase of planning, the teacher prepared the Lesson Plan (RPP) which includes the identity of the educational program, core competencies, basic competencies, competency achievement indicators, learning objectives, learning material, approach, strategy, and methods, learning activities, tools and media, learning resources, assessment methods, and scoring guidelines. The RPP was developed based on the syllabus for Islamic Religious Education (PAI). In Cycle I, the material covered was the changes in the state of matter, delivered in one meeting with a duration of 2 x 35 minutes. The schedule was based on the established teaching program. The research instruments prepared included observation sheets and student questionnaires to gather data on student activity during the lesson, from the beginning to the end of the learning session. The action phase of Cycle I was implemented on Monday, September 17, 2024, in grade IV at SD Negeri 081228 Sibolga. The learning plan consisted of an introduction phase (10 minutes), where the teacher opened the lesson, ensured student readiness, provided time for students to pray and read a short surah, and established communication with students about their activities at home.

The teacher then related the previous lesson to the new topic. During the main activity (50 minutes), students were divided into four groups and presented with a problem about the Asmaul Husna topic. The students engaged in discussions, and the teacher guided the process, helping students when difficulties arose. Students shared their findings, and the class discussed the results and gave feedback. The closing activity (10 minutes) involved students summarizing key points, the teacher summarizing the lesson

on Akhlak with Asmaul Husna, assigning homework, and preparing for the next lesson. The observation phase revealed that the students' activity levels did not meet the expected success indicators, as evidenced by an average score of 59.5% for students who achieved mastery and 19.8% for those who did not. However, the average student score in Cycle I was 62%, and the questionnaire results showed an average of 65%. This indicated that there was room for improvement in the students' learning engagement and performance.

Based on Table 4.1, it can be seen that in Cycle I, some students did not actively participate in the classroom learning process, which used lecture and question-and-answer methods. After calculating the average percentage of student learning outcomes in Cycle I, it was found that the results did not meet the expected target. In the reflection phase, after reviewing the results and actions of Cycle I, it was clear that student learning outcomes were not optimal. Several issues were identified during the observations, including: 1) Students lacked enthusiasm in the classroom, likely due to boredom and hunger as some had not eaten breakfast. 2) Some students were unable to find solutions to the problems given because they were too shy to ask for help. Based on these shortcomings, the improvements for Cycle II were planned as follows: 1) The teacher would switch to using a Project-Based Learning (PjBL) approach. 2) The teacher would visit each group to provide assistance to students who needed help and inquire about the difficulties they faced.

In Cycle II, the implementation of the lesson was not significantly different from Cycle I. However, since the research indicators had not yet been achieved, the process continued into Cycle II. The activities in Cycle II included the stages of planning, action, and observation. Based on the observations during Cycle I, student learning outcomes had not yet reached the Minimum Completion Criteria (KKM) value of 75. Therefore, Cycle II was conducted. In Cycle II, the observation results showed a significant improvement, with an average of 84.7% of students achieving mastery and none of the students failing to meet the completion criteria.

DISCUSSION

Efforts to improve students' learning outcomes in Islamic Education at SD Negeri 081228 Sibolga have become a significant focus in the educational process. The challenges faced by students in mastering the material have led to the exploration of innovative teaching methods. One such method that has shown promise is Problem Based Learning. This approach encourages students to engage actively with the learning process by solving problems rather than passively receiving information. In this context, the Problem Based Learning method was applied to enhance students' understanding of Islamic teachings, specifically focusing on topics such as the names of Allah.

Before the implementation of this method, students' performance in Islamic Education had been relatively low. Many students were unable to achieve the minimum competency standards required for the subject. This was attributed to various factors, including a lack of motivation, difficulty in understanding the material, and teaching methods that did not encourage active participation. In response to these issues, the teacher introduced Problem Based Learning as a way to foster critical thinking and problem-solving skills while simultaneously improving engagement and understanding. The implementation of Problem Based Learning involves presenting students with real-world problems related to the subject matter. In this case, students were asked to explore the significance of the names of Allah and how they relate to daily life. The teacher facilitated group discussions, encouraging students to work together to research, analyze, and present their findings. This approach not only aimed to deepen their knowledge of Islamic teachings but also to develop their collaborative and communication skills.

In the first cycle of the study, the teacher prepared a lesson plan that incorporated the Problem Based Learning method. The students were divided into small groups and given specific problems to solve. These problems were designed to encourage critical

thinking and required students to use their knowledge and research skills to arrive at solutions. The teacher's role was to guide the students, providing support and resources as needed, while allowing them the autonomy to explore the topic independently. During the first cycle, observations were made regarding student participation and engagement. It was noted that while some students were actively involved in the learning process, others remained passive. This was partly due to a lack of confidence in speaking up and sharing their ideas. Additionally, some students struggled to understand the material, which affected their ability to contribute effectively to group discussions. These issues were addressed in the reflection phase, where the teacher identified the need for adjustments in the teaching strategy.

The second cycle of implementation focused on addressing the shortcomings observed in the first cycle. The teacher made several changes, including providing more individualized support to students who were struggling with the material. Additionally, more emphasis was placed on creating a supportive classroom environment where all students felt comfortable participating. The teacher also introduced more engaging and interactive activities to keep students motivated and focused on the task at hand.

As a result of these adjustments, the second cycle showed significant improvements in student participation and understanding. The average learning outcomes of the students in the second cycle were much higher than in the first cycle. The students were more confident in their ability to solve problems and present their findings. The teacher also noted that the students' critical thinking skills had improved, as evidenced by their ability to analyze the material more deeply and offer well-thought-out explanations during group discussions. The use of Problem Based Learning in Islamic Education has proven to be an effective strategy for improving student learning outcomes. By engaging students in meaningful, real-world problems, the method encouraged them to take ownership of their learning. The collaborative nature of the method also helped foster a sense of community within the classroom, where students supported one another in their learning journey. This approach not only improved students' academic performance but also contributed to the development of important life skills. However, there were still challenges to overcome. Some students continued to struggle with specific aspects of the material, and there were occasional difficulties in managing group dynamics. Despite these challenges, the overall success of the method in improving student outcomes was evident. The teacher's continued efforts to adapt the lesson plans and provide additional support were crucial in ensuring that all students had the opportunity to succeed. Moving forward, the teacher plans to refine the Problem Based Learning approach further, incorporating additional strategies to address the remaining challenges. For instance, incorporating more formative assessments to track student progress and providing more opportunities for peer feedback could help further enhance the learning process. By continuing to adapt and refine the approach, the teacher aims to ensure that all students achieve mastery in Islamic Education and develop a deeper understanding of the subject matter.

In conclusion, the efforts to improve student learning outcomes through Problem Based Learning in Islamic Education at SD Negeri 081228 Sibolga have been successful in enhancing both student engagement and academic performance. The method has proven to be a valuable tool in fostering critical thinking, collaboration, and a deeper understanding of Islamic teachings. While challenges remain, the positive results observed in the second cycle suggest that with continued adjustments and support, the learning outcomes will continue to improve, benefiting students in their academic journey.

CONCLUSION

From the learning outcomes of these students, it is seen from the way the teacher brings learning is very maximal. It can be seen from the implementation of learning that teachers have used the project-based learning method planned in the Learning Improvement plan, so that the desired student learning outcomes have been achieved according to the

researcher's objectives. The increase in learning outcomes in cycle I to cycle II was 11.35%. In the first cycle, the student learning outcomes were 73.35% and in the second cycle, the student learning outcomes reached 84.7%. In cycle II, the average percentage of learning outcomes obtained has reached the expected success criteria. The learning outcomes of students in cycle II have begun to adapt to the learning model used, students are also used to discussing and exchanging information with their group members. Based on the results of the research that has been conducted, it can be concluded that the implementation of *Teladan Mulia Asmaul Husna* learning learning using the Project Based Learning learning model in grade IV of SD Negeri 200502 Padangsidempuan can increase student activity. This is based on observation data from all indicators that have been determined to get results in the first cycle, namely 73.35%, increasing in the second cycle to 84.7%. The increase in student learning outcomes in cycle I to cycle II was 11.35%.

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