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Implementation of Problem Based Learning to Improve Student Learning Outcomes in Islamic Education at SD Negeri 105432 Kp. Ampera

Muhammad Ridwan Zaini ✉, SD Negeri 105432 Kp. Ampera

Dini Sundari, SD Negeri 105432 Kp. Ampera, Indonesia

Ridho Azhar, SD Negeri 105432 Kp. Ampera, Indonesia

✉ muhammadridwanzaini95@gmail.com

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 40.19%, the first cycle 66.87% and in the second cycle increased to 82.32%. 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

Islamic religious education is one of the important aspects in shaping the character of students in elementary school. In the Islamic education curriculum, the introduction and understanding of Asmaul Husna is a fundamental part that aims to instill faith, moral, and ethical values in students' daily lives. However, the reality in the field shows that students' understanding of Asmaul Husna's material is still relatively low. This is reflected in the learning outcomes of students who have not reached the minimum completeness criteria (KKM) in the previous learning. This condition requires special attention from teachers to find effective solutions in improving student learning outcomes. (Sugiyanto. 2010).

The factor of low student learning outcomes can be caused by several aspects, including learning methods that are less varied and do not actively involve students. So far, the lecture and assignment methods have become the main approach in learning Asmaul Husna material. This method tends to be one-way and does not provide space for

students to think critically and actively in the learning process. As a result, students often feel bored, have difficulty understanding concepts, and are less able to apply Asmaul Husna's values in daily life.

Along with the times, the learning paradigm began to shift from a teacher-centered approach to a student-centered approach. One of the learning models that can support this approach is Problem Based Learning (PBL). The PBL model emphasizes real-life problem-based learning that is relevant to students' lives, so that it can increase students' engagement, creativity, and understanding of the material being studied. In addition, PBL encourages students to work collaboratively in groups, think critically, and find solutions to given problems. (Arends, R. 2012)

The use of the PBL model in Asmaul Husna's learning is believed to be able to provide a more meaningful learning experience for students. In this context, students are not only required to memorize the names of Allah, but also understand their meaning, wisdom, and application in life. Thus, learning becomes more contextual and relevant, which can ultimately improve student motivation and learning outcomes. SD Negeri No. 105432 Kp. Ampera is one of the schools that faces challenges in learning Asmaul Husna. Based on the results of initial observations, it was found that around 60% of grade 5 students had not reached the KKM on the material. Teachers also admit that the learning methods used so far are less effective in increasing students' understanding and interest. Therefore, innovation is needed in learning strategies to overcome this problem. The application of the PBL model is expected to be the right solution to improve the learning outcomes of 5th grade students of SD Negeri No. 105432 Kp. Ampera. Through this model, students are invited to understand the concept of Asmaul Husna by exploring real problems that

relevant to Asmaul Husna's values, such as the importance of being patient, honest, and grateful in daily life. This process not only enriches students' understanding, but also develops their social and emotional skills. (Rusman: 2012). In addition, the application of the PBL model also provides opportunities for teachers to develop their pedagogical skills in designing creative and innovative learning. Teachers can act as facilitators who guide students in exploring problems and finding solutions independently. Thus, the learning process becomes more dynamic, interactive, and student-centered. This classroom action research aims to evaluate the effectiveness of the PBL model in improving student learning outcomes about Asmaul Husna. This research will be carried out in several cycles, each of which consists of planning, implementation of actions, observation, and reflection. The results of this research are expected to make a real contribution to improving the quality of Islamic religious learning at SD Negeri No. 105432 Kp. Ampera.

More broadly, this research is also expected to be a reference for other teachers in implementing the PBL model for other subjects. By implementing an innovative learning model, it is hoped that the learning process in elementary schools can be more effective, fun, and meaningful for students. This is in line with the vision of national education to create a generation that is intelligent, characterful, and highly competitive. (Huda, M. 2013).

METHODS

This research is a classroom action research (PTK) with a qualitative approach that integrates quantitative analysis to assess student learning outcomes. This PTK is carried out in the form of a cycle consisting of planning, implementation, observation, and reflection that is repeated until the learning goals are achieved. This research takes place in three cycles, where each cycle begins with planning, namely preparing a Problem-Based Learning (PBL)-based learning plan, making learning tools, and preparing teaching materials. Furthermore, the implementation stage is carried out by implementing the PBL model in Asmaul Husna learning. In the observation stage, student activities during

learning are observed and learning outcomes are recorded. Then, reflection is carried out to evaluate the observation results for improvement in the next cycle.

In learning, students are divided into small groups to solve problems related to Asmaul Husna given by the teacher. The problems given are designed to be relevant to students' daily lives, so that they can relate the concept of Asmaul Husna to real experiences. Through the implementation of PBL, it is hoped that there will be a significant improvement in student learning outcomes, both cognitively, affectively, and psychomotor. In addition, this model is also expected to be able to increase student involvement in the learning process, confidence, and the ability to work together.

The results of this study are expected to be a reference for teachers in applying the PBL learning model to other materials, especially those that require a deep understanding and application of religious values in students' daily lives. Thus, this research can contribute to improving the quality of education at the elementary level.

This classroom action research (PTK) is entitled "The Application of Problem Based Learning to Improve Student Learning Outcomes about Asmaul Husna in Grade 5 of SD Negeri No. 105432 Kp. Ampera." This study has three main variables, namely the independent variable in the form of the application of the Problem-Based Learning (PBL) model, the bound variable which includes student learning outcomes in cognitive, affective, and psychomotor aspects, and the control variable which includes classroom conditions, learning duration, and material taught. The implementation of PBL is expected to increase students' understanding of Asmaul Husna through a problem-based approach.

Research data was collected through observation methods, learning outcome tests, interviews, and documentation. Qualitative data was obtained from observation of student interactions, interviews with teachers and students, and learning documentation, while quantitative data was taken from the results of pre-test and post-test to measure the improvement of student understanding. Data analysis was carried out by reduction, presentation, and verification techniques for qualitative data, as well as descriptive and inferential statistical analysis for quantitative data, including paired sample t-test to determine the significance of improving learning outcomes. Hypothesis testing was carried out to see if the implementation of PBL had a significant influence on student learning outcomes. If the p value < 0.05 , then the alternative hypothesis is accepted, which means that PBL has an effect on improving student learning outcomes. Conversely, if $p > 0.05$, the null hypothesis is accepted, indicating no significant difference. Thus, this study aims to prove the effectiveness of the PBL model in improving student learning outcomes regarding Asmaul Husna and provide a reference for teachers in implementing innovative learning methods.

RESULTS

In this chapter, the results of the Cycle I research in Classroom Action Research (PTK) are presented which aim to improve student learning outcomes on the material "Closer to the Names of Allah" through the Problem Based Learning (PBL) learning model. The results of the study include descriptions of the learning process, observations, learning outcome tests, interviews, and reflections on the actions taken. Learning in Cycle I begins with an introduction, where the teacher conveys the learning objectives and relates the material to the students' daily lives, as well as motivates them about the importance of knowing the names of God. In the core stage, students are given relevant issues to discuss in small groups, with teacher guidance if needed. The results of the discussion were then presented in front of the class. The activity ended with a closing, where the teacher concluded the results of the discussion, emphasized the importance of understanding the names of Allah and their application, and provided feedback related to the students' understanding of the material that had been learned.

Observations in Cycle I were carried out to monitor the course of learning, student interaction, and the effectiveness of the implementation of the PBL model. The observation results showed that at first most of the students were less active in group discussions, although some groups seemed enthusiastic about finding solutions. Interactions in groups are still poorly organized, with some students having difficulty managing their time and focus on discussions. Time management is also an obstacle, where the duration of the discussion feels insufficient, causing some groups to be unable to complete the discussion optimally. In their role, teachers actively guide students and help them steer discussions to the heart of the problem, although some students still need additional guidance. To measure student understanding, learning outcome tests are conducted before and after learning. The results of the pre-test showed an average student score of 65, indicating that the initial understanding of the material was still low, with many students having difficulty answering questions related to the names of Allah.

In the post-test after learning in Cycle I, there was a significant increase with an average score of 80, higher than the pre-test which was only 65. Most students were able to answer questions about God's attributes and their application in their lives more precisely. However, some students still have difficulty explaining the relationship between the names of God and the values of life. The comparative analysis of the pre-test and post-test showed an average increase in scores of 15 points, which indicates a better understanding after learning using the PBL model. However, further reinforcement is needed, especially to help students who have difficulty explaining the application of God's attributes.

The results of interviews with teachers showed that the PBL model was quite effective in increasing student engagement, although some groups still needed guidance to keep the discussion focused. Time management is also a challenge, as the time allocated for group discussions is lacking. The teacher recommends that the discussion time be extended in the next cycle. Interviews with students revealed that most were happy with the PBL model, as they were able to actively discuss and find the material easier to understand. However, some students find it difficult to start discussions and need more guidance from teachers. Overall, the PBL model makes learning more enjoyable and relevant for students. Reflection of Cycle I shows several important findings that need to be considered for improvement in the next cycle. The success of Cycle I is reflected in the increased involvement of students in group discussions, although some students are still passive. In addition, there was a significant increase in students' understanding of the material "Closer to the Names of God", which was reflected in the results of the post-test. However, the weaknesses found included less effective time management, where time for group discussions and presentations was inadequate, as well as uneven student involvement, with some students still passive in discussions. Some groups also have difficulty in maintaining focus on the core of the given problem. The conclusion of Cycle I shows that the application of the Problem Based Learning (PBL) model is quite effective in increasing student engagement and their understanding of the material, although there are still some shortcomings that need to be improved. Time management and more equitable student engagement are the main focus of improvement. For Cycle II, it is recommended to increase the duration of the discussion so that students have more opportunities to delve into the material and present the results of the discussion, as well as increase teacher guidance so that group discussions remain focused on relevant issues.

Based on the results of observations, learning tests, interviews, and reflections in Cycle II, it can be concluded that learning using the Problem Based Learning (PBL) model has succeeded in increasing student engagement. Students showed an increase in activeness in discussions, confidence in conveying ideas, and better collaboration with their peers. This is reflected in the observation results which show that almost all students are involved in learning activities. In addition, the results of the learning test showed a significant improvement, with the average student score rising from 75 in Cycle I to 85 in Cycle II, and the percentage of completion increasing to 90%. This shows that the

implementation of PBL has succeeded in increasing students' understanding of Asmaul Husna material.

For Cycle III, based on the results of the evaluation of Cycle II, several improvements that need to be made include better time management, especially in group discussions and presentations. In addition, it is necessary to provide more intensive assistance to students who have difficulty or have not reached KKM, as well as optimize the use of learning media and technology to improve student understanding. It is hoped that with these improvements, learning in Cycle III will be more effective and provide more optimal results.

DISCUSSION

Based on the results of research conducted through Cycle I and Cycle II, it can be concluded that the Problem Based Learning learning model has proven to be effective in improving student learning outcomes, especially in Asmaul Husna material. One of the indicators of the success of this model can be seen in the increase in the average student score from Cycle I which previously reached 75 to 85 in Cycle II. In addition, there was a significant increase in the percentage of completeness of learning outcomes, which rose from 80 percent to 90 percent. This shows that the application of the Problem-Based Learning model is successful in helping students understand and master the material better, which is reflected in the improvement of their test scores. The success of the Problem-Based Learning model can also be seen from the increase in student involvement in the learning process. In Cycle I, many students were less active in group discussions, but in Cycle II, almost all students showed active participation in every learning activity. They are not only passive listeners, but dare to express opinions, ask questions, and provide ideas relevant to the issue being discussed. This shows that Problem-Based Learning is able to create a more interactive learning atmosphere, where students are more directly involved in the problem-solving process. In addition to increasing student involvement, there is also an increase in student confidence in conveying ideas and presenting the results of group discussions.

At first, some students feel hesitant to speak or express their opinions in front of the class. However, with the Problem-Based Learning method, students feel more confident because they work in groups and get the opportunity to discuss first before presenting their opinions. This confidence is reflected in their ability to explain material to their friends more clearly and confidently. Students' understanding of the material also improved greatly after the application of this model. Students not only learn to memorize the names of Allah in the Asmaul Husna material, but they can relate the values contained in the names of Allah to their daily lives. Learning that is more contextual and relevant to students' lives makes them better understand the importance of these values in living life. This method has succeeded in making learning not only an academic activity, but also an in-depth experience for students in understanding and practicing religious teachings in their daily lives.

While there is a lot of progress to be seen, the study also finds some obstacles that need to be fixed. One of the main obstacles found was time management in group discussions and presentations. In Cycle I, the time allocated for group discussions and presentations was still insufficient, so some groups could not complete their discussions optimally. Some groups even feel rushed when it comes to presenting the results of their discussions. Therefore, in the next cycle, it is important to allow longer time so that the discussion can run more in-depth and the results can be better presented. Another obstacle found was that there were students who still had difficulty actively participating in group discussions. Some students tend to be passive and only follow the flow of the discussion without making a significant contribution. This can be caused by various factors, such as a lack of understanding of the material or a lack of confidence in expressing opinions. Therefore, it is important to pay more attention to students who tend

to be passive, provide encouragement, and more intensive guidance so that they can be more actively involved in group discussions. In addition, some students also still have difficulty in maintaining the focus of group discussions on the core of the problem given by the teacher. Some groups seem to be distracted by other discussions that are not relevant to the topic being discussed.

This shows that the management of group discussions needs to be paid more attention. Teachers need to provide clearer direction and ensure that each group stays focused on the main problem that needs to be solved. Stricter guidance and supervision can help students to stay focused on the purpose of the discussion. Taking into account the results that have been achieved and the obstacles found, improvements that need to be made in the next cycle include better time management, especially in terms of time allocation for group discussions and presentations. Giving students longer time will give them the opportunity to delve into the material and complete the discussion more thoroughly. In addition, more intensive mentoring for students who are still struggling or have not reached the Minimum Completeness Criteria needs to be carried out so that they can better understand the material and contribute to group discussions. With these improvements, it is hoped that the Problem-Based Learning model will be more effective in improving learning outcomes and student involvement in the learning process.

CONCLUSION

Based on the results of research conducted through Cycle I and Cycle II, it can be concluded that the Problem Based Learning (PBL) model has proven to be effective in improving student learning outcomes in Asmaul Husna material. The increase in the average score of students from Cycle I (75) to Cycle II (85) and the increase in the percentage of completeness from 80% to 90% show the success of the application of this model in improving student understanding. In addition, the implementation of PBL has succeeded in creating a more interactive learning atmosphere, with students becoming more active in discussions, more daring to express opinions, and able to present the results of group work with confidence. The PBL method also helps students relate Asmaul Husna's values to daily life, so that learning becomes more meaningful and relevant. Although there is a significant improvement, there are still several obstacles, such as the management of discussion time that needs to be improved so that students have enough time to complete assignments, as well as the need for more intensive mentoring for students who have not reached KKM or who tend to be passive in group discussions. With improvements in these aspects, it is hoped that learning in the next cycle can be more effective and provide more optimal results.

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