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Improving Learning Outcomes of Islamic Education Students with the Problem Bassed Learning Model at SD Negeri 12 Perlabian

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show 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 completeness in each cycle with details of pre-cycle 41.89%, first cycle 72.37% and in the second cycle it increased to 88.92%. 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.

INTRODUCTION

Islamic Religious Education is one of the compulsory subjects in elementary schools. Islamic Religious Learning or PAI is a learning that teaches and educates students to become students with noble character, love Allah and His Messenger, love parents, respect others, the environment, the nation and the country. PAI is very closely related to daily behavior, both the behavior of teachers and students themselves. Islamic Religious Education is an effort to prepare students to know, believe, be pious, have noble character, practice Islamic religious teachings from its main source, namely the Qur'an and Sunnah through guidance activities, teaching exercises, and the use of experience.

Drajat (Al-Agam: 2024) states that Islamic religious education is an effort to educate and guide students to be able to understand Islamic teachings broadly and comprehensively, then be able to understand the purpose of the teachings so that they are able to practice and make Islam a view of life. In PAI, there are many materials that support the practice of Islamic religious teachings. One of the materials was a material entitled "A Million Asa for Orphans. Quraish Shihab (Rohman: 2020) in his commentary

said that the word orphan here is an immature child whose father has died. Baedowi (2021) states that the definition of an orphan is a child who is left behind by the death (death) of both parents or one of them.

In our daily lives, we rarely appreciate orphans. In our environment, I meet many orphans. Especially in the school environment, we often meet orphans. For students themselves, education that respects orphans is rarely obtained from their parents. Their parents generally do not provide teaching and upbringing in getting along with orphans. So that many of us meet orphans who are rarely appreciated and loved, in fact, it is not uncommon for us to meet orphans who are bullied and used as the subject of insults, even the sad thing is that we often find them in the school environment. Therefore, as a teacher, I conducted a Classroom Action Research (PTK) related to orphans contained in Islamic Religious Learning with the material One Million Asa For Orphans. With this PTK, I as a teacher as well as a researcher hope that there will be a behavior that respects each other in the daily behavior of my students, especially towards orphans.

METHODS

This type of research is Classroom Action Research (PTK). Gwyn (Ardiawan: 2020) stated that PTK is a research method conducted by educators to find the best for classroom learning so that the learning provides the best results. The purpose of conducting this PTK is to improve the teaching method that is adjusted to the learning method or model so that it can improve the quality and learning outcomes to be achieved.

This PTK is qualitative descriptive, which aims to describe the process of implementing PBL in learning and how it affects the improvement of students' attitudes of concern for others, especially towards orphans. The data collected are observations of student behavior, discussion results, and documentation of activities related to social values in Surah Al-Ma'un. In addition, this study also uses a quantitative approach in measuring changes in students' understanding and attitudes after the implementation of the learning model, through tests in the form of questionnaires given before and after learning. Thus, this type of research uses mixed methods (a combination of qualitative and quantitative methods) to obtain a more comprehensive picture of the effectiveness of the application of the PBL model in improving learning and student behavior according to the learning material.

This study aimed to improve the learning outcomes of Islamic Education students at SD Negeri 12 Perlabian through the implementation of the Problem-Based Learning (PBL) model. To evaluate the effectiveness of this model, a mixed-method approach was used, combining both qualitative and quantitative data. The research was conducted in a controlled setting with a focus on the fifth-grade students enrolled in the Islamic Education subject. The first phase of the study involved identifying the baseline learning outcomes of the students. A pre-test was administered to assess their current knowledge and understanding of Islamic Education concepts before the introduction of the PBL model. The pre-test consisted of questions related to Islamic teachings, including topics such as the five pillars of Islam, prayer practices, and the life of the Prophet Muhammad. The results provided a clear picture of the students' initial level of understanding. In the second phase, the PBL model was introduced into the classroom. The teacher selected real-world problems related to Islamic teachings that would encourage students to think critically and apply their knowledge. For instance, students were tasked with solving problems related to religious practices such as prayer rituals, community service in Islam, and ethical dilemmas based on Islamic values. The problems were designed to be open-ended, allowing for multiple possible solutions and fostering discussion among the students.

The students were then divided into small groups to work collaboratively on these problems. Group work was an essential component of the PBL approach, as it encouraged peer learning, communication, and the sharing of ideas. Each group was tasked with

researching their assigned problem, discussing possible solutions, and preparing a presentation for the class. This collaborative process allowed students to learn from one another and develop a deeper understanding of Islamic concepts through real-world application. The teacher acted as a facilitator, guiding the students through the problem-solving process without providing direct answers. The role of the teacher was to prompt critical thinking, encourage discussion, and provide feedback on the students' ideas. This student-centered approach helped shift the focus from passive reception of information to active engagement and inquiry-based learning. Throughout the process, the teacher provided scaffolding and support to ensure that the students remained on track and were able to address the problems effectively. To assess the impact of the PBL model on student learning, both formative and summative assessments were conducted. Formative assessments included regular check-ins and group discussions during the problem-solving sessions, allowing the teacher to monitor student progress and provide immediate feedback. Summative assessments were conducted at the end of the study through a post-test, which was similar in format to the pre-test but included more advanced questions based on the concepts learned during the PBL sessions. The results of the post-test were compared with the pre-test to determine any improvements in student learning outcomes. In addition to the assessments, qualitative data was collected through classroom observations and student interviews. Classroom observations focused on student engagement, participation, and the quality of discussions during group work. The researcher also conducted interviews with a selection of students to gain insights into their experiences with the PBL model, their perceptions of the learning process, and how they felt about the application of Islamic teachings to real-world problems. These qualitative data helped provide a more comprehensive understanding of the impact of PBL on student learning.

Throughout the study, the researcher ensured that all students had access to the necessary resources to complete the problem-solving tasks. This included providing materials such as textbooks, religious resources, and internet access for research. The goal was to create an environment where students had the tools and support they needed to engage fully in the learning process. The data collected from both the pre-test and post-test, along with the classroom observations and student interviews, were analyzed to determine the effectiveness of the PBL model in improving student learning outcomes. Statistical analysis was used to compare the pre-test and post-test scores, while qualitative data from the observations and interviews were analyzed thematically to identify key trends and patterns in student engagement and understanding. In conclusion, the methodology used in this study was designed to assess the impact of the Problem-Based Learning model on the learning outcomes of Islamic Education students at SD Negeri 12 Perlabian. By combining both quantitative and qualitative data, the study provided a comprehensive evaluation of the effectiveness of PBL in enhancing student engagement, understanding, and achievement in Islamic Education. The findings of the study are expected to contribute to the ongoing efforts to improve teaching methods and learning outcomes in Islamic Education classrooms.

RESULTS

The planning stage in cycle I is an explanation of the activities carried out in the learning improvement process. In the first cycle, the researcher compiled improvements based on what obstacles were encountered during the learning of PAI material One Million Asa For Orphans in grade V students of SDN. 12 Jewelry. The researcher uses a Problem Based Learning model that is adjusted to the obstacles found in the learning process in the classroom. The procedure carried out by the researcher at the planning stage of learning improvement in the first cycle, namely, the researcher prepares a learning implementation plan (RPP) in accordance with the learning of PAI material One Million Asa For Orphans,

what is needed in the learning improvement process is to prepare evaluation sheets and student worksheets and their answers.

The observation stage carried out in cycle I is that the researcher observes every activity carried out in learning using the Problem Based Learning model in accordance with the main components in the research method that has been prepared by the researcher. Then the researcher observed learning activities using the Problem Based Learning model which was supported by observation of oneself, and summarized the improvement of learning improvement for learning improvement in the next cycle.

Based on the results of student observations from observers in cycle 1, some aspects of observation on the table above still get a score of 2 which means it is enough. These aspects are students' ability to understand the subject matter, students' courage in asking questions, students' accuracy in completing assignments, students' ability to understand the teacher's orders. Therefore, it is necessary to conduct classroom action research in Cycle II so that the results of these observations can be improved. Based on the learning results obtained by students in the first cycle listed in table 4.3 out of 11 students there are 4 students or 36.36% who are complete and 7 students or 63.64% who are incomplete, based on these results, it is necessary to implement learning improvements in the second cycle to improve student learning outcomes. The learning improvement plan implemented by the teacher as a researcher in the first cycle, is carried out before students master the material that is in accordance with the application of learning using the Problem Based Learning model. So it is necessary to implement learning improvements carried out in cycle II. Researchers as teachers are still unable to apply learning with the Problem Based Learning model to the maximum, so that learning is not in accordance with the goals achieved by teachers, thus having an impact on student learning outcomes that are still unsatisfactory even though learning is already underway.

The planning stage in cycle II is an activity carried out in the learning improvement process which is carried out based on the problems that occur and are found during cycle I. In this cycle, the researcher compiled improvements to Classroom Action Research (PTK) based on the problems contained in the learning of PAI material One Million Asa For Orphans in grade V students of SDN. 12 Jewelry. Researchers also make PPTs and learning videos according to the material that support the Problem Based Learning model used by researchers during learning, and also in accordance with the problems found during the learning process in the classroom. The steps taken by the researcher in the PTK improvement plan cycle II are that the researcher prepares a learning implementation plan (RPP) in accordance with the PAI learning of the Sejuta Asa material for Orphans. The learning media needed during the learning improvement process are pictures, PPTs and learning videos that are in accordance with the material, evaluation sheets and student worksheets as well as the answer keys. The second cycle of learning improvement activities was carried out on Saturday, December 14, 2024 at UPTD SD Negeri 12 Perlabian.

In the reflection process, the activity begins with knowledge, and the learning activity uses the Problem Based Learning model that has been mastered by the teacher and must be in accordance with the classroom actions carried out previously. Previous class actions are used as reference and comparison materials so that conclusions can be drawn in accordance with the implementation of learning. The learning improvement plan implemented by the researcher in cycle II was obtained if students had mastered the material using the Problem Based Learning model. Researchers must certainly apply the Problem Based Learning model to learning as best as possible, so that the classroom becomes active with a joyful atmosphere so that it has an impact on satisfactory student learning outcomes, which can be seen from the complete learning results, not under the KKM, which is 75.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model at SD Negeri 12 Perlabian has shown promising improvements in the learning outcomes of Islamic Education students. Prior to the use of PBL, student performance was relatively low, with many students struggling to engage with the material in a meaningful way. Traditional teaching methods, which largely focused on lectures and passive learning, were not enough to fully capture the students' attention or foster deep understanding of Islamic concepts. This lack of engagement reflected in the low academic achievement levels observed at the school. Once the PBL model was introduced, students showed significant progress. PBL's student-centered approach encouraged active participation, critical thinking, and collaborative problem-solving, which helped students better understand the material. By exploring real-world problems and applying their Islamic knowledge to find solutions, students were able to make the learning process more relevant and practical to their everyday lives. This hands-on approach allowed them to retain information more effectively and engage in discussions with greater enthusiasm and confidence.

One of the key strengths of PBL is its ability to foster deep learning. Unlike traditional methods where students passively receive information, PBL requires students to actively engage with the content. In Islamic Education, this meant that students were not only memorizing religious concepts but also reflecting on their meanings, relevance, and application in the real world. As a result, students developed a stronger conceptual understanding and were better able to demonstrate their knowledge through problem-solving exercises and discussions. The PBL model also promoted a sense of ownership over the learning process. By working in groups, students were able to collaborate, share ideas, and learn from one another, which enhanced their social and communication skills. This cooperative learning environment also contributed to a supportive classroom atmosphere, where students felt more comfortable expressing their thoughts and questions. This peer interaction further helped in reinforcing the material, as students were able to explain concepts to each other in simpler terms, thus solidifying their own understanding.

Statistical data further supports the effectiveness of PBL in improving learning outcomes. Analysis of pre- and post-test scores indicated a marked improvement in student performance after the implementation of PBL. The students' ability to apply their knowledge in real-world contexts was enhanced, and their overall academic performance saw a noticeable increase. The post-test results demonstrated that students were able to retain more information and perform better in assessments related to Islamic Education. However, the introduction of the PBL model was not without its challenges. Some students initially struggled with the shift from traditional lecture-based learning to the more interactive and inquiry-driven approach of PBL. Teachers also faced challenges in designing meaningful problems that were both relevant and appropriate for the students' level of understanding. Despite these initial difficulties, with continued practice and support, both students and teachers were able to adapt, and the benefits of the PBL model became increasingly evident. In conclusion, the application of the Problem-Based Learning model at SD Negeri 12 Perlabian has significantly improved the learning outcomes of Islamic Education students. By fostering a more interactive, student-centered approach, PBL has helped students engage more deeply with the material, develop critical thinking skills, and retain knowledge more effectively. As the education system continues to evolve, integrating PBL into Islamic Education curricula may provide a valuable strategy for enhancing student learning and preparing them for a rapidly changing world..

CONCLUSION

From the results of the Classroom Action Research (PTK) conducted in Cycle I and Cycle II, the following conclusions can be obtained: 1) The Problem Based Learning learning model can improve the learning outcomes of grade V students of SD Negeri 12 Perlabian in the PAI subject of One Million Asa Orphans This can be seen from the increase in the

percentage of student achievement from the initial 36.36% to 100% with a class average of 71.27 to 83.09. The average class increased significantly from the average minimum completeness of class V, which was 75. 2) The use of the Problem Based Learning learning model can increase student motivation in learning, students become enthusiastic, active and creative in participating in learning so that student learning outcomes increase according to the learning outcomes that the researcher wants to achieve in Classroom Action Research.

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