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Application of the Problem Based Learning Model to Learning Achievement in Islamic Religious Education at SD Negeri 100808 Aek Nabara

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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 70.37% and in the second cycle it increased to 88.62%. 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 religious, problem based learning.

INTRODUCTION

Education is an important means to improve the quality of human resources (HR) in the development of a nation. Quality improvement (HR) is much more urgent to be realized immediately, especially in the face of competition in the global era. Education is a planned activity to equip students to become good citizens. One of the main problems in development is in the field of education. Education plays an important role in the life of a nation. Because education is one of the vehicles to improve and develop human resources. The key to human resource development is through the implementation of quality education which is related to the dimensions of the educational process and results.

Education has a very important function for the development of a dignified national character and civilization. Therefore, the government is trying to ensure that every citizen can get an education. The 1945 Constitution of the Republic of Indonesia Article 31 paragraph 1 reads "every citizen has the right to education" The law provides a guarantee to every citizen to obtain education. In today's era, learning that only relies on monotonous lecture methods or only focuses on one direction is learning that is no longer

effective. Effective learning is learning that contains interaction between educators and students so that there is a good mutual relationship in the classroom. Students are certainly more enthusiastic in learning if educators are able to make varied learning that is interesting in the classroom. An interesting class is where students have a high interest in participating in classroom learning. A learning model is a plan or a pattern that is used as a guideline in planning learning in the classroom or learning in tutorials. The learning model refers to the learning approach that will be used, including teaching objectives, stages in the learning environment, learning environment and classroom environment.

The learning model serves as a guideline and designer and teachers in carrying out learning. For the selection of this model, it is very applied from the nature and material that will be taught, as well as in the application of the goals to be achieved in the teaching and the level of students' abilities. In addition, each learning model always has stages (syntax) by students and teacher guidance. There are also differences between one syntax and another. These differences take place between the closing openings that must be understood by teachers so that the learning model can be implemented successfully. Thus, teachers' expertise in managing classrooms and implementing learning models is essential to create effective and efficient learning conditions with optimal results. As a manager of the learning environment, teachers need to use their knowledge of teaching and learning theory and development to create learning situations that stimulate student learning activities and facilitate desired achievements.

The PBL learning model is a variation of the coolaborative learning model, which is a group learning process where each member contributes information, experiences, ideas, attitudes, opinions, abilities, and skills that they have to jointly improve the understanding of all members. Learning achievement also refers to the achievement of children, understanding, skills, and knowledge that individuals acquire after participating in this learning process, including mastery of subject matter, the ability to apply concepts and the development of certain skills. Learning achievement is also not only limited to cognitive aspects, but also includes effective and psychomotor aspects, such as changes in attitudes, values, and physical skills. Learning outcomes can be carried out in various forms such as exams, presentations, assignments, and evaluations of learning that have been studied. So in learning, this PBL model is very suitable for improving students' knowledge. Learning achievement is an overview of how students understand the material delivered by the teacher. Learning outcomes are the output of grades in the form of numbers or letters that students get after receiving learning materials through tests or exams delivered by the teacher. From these learning results, teachers can get information on how far students understand the material that has been learned.

The success of students in achieving learning outcomes in each student is different. There are also factors that apply student success in achieving learning outcomes are grouped into two, namely internal factors and external factors. Internal factors are all factors that come from within the student, including the level of intelligence, interest, motivation and so on while external factors are all factors that come from outside the student, including the family environment, community, associations, learning facilities, social conditions, family economy and so on. Based on the results of an interview conducted by researchers at SDN 100808 Aek Nabara with Mrs. Romianim Sitorus as the homeroom teacher of class V. Mrs. Romianim Sitorus said that the learning process had been carried out. However, most teachers in the learning process are still centered on the teacher so that the student's activity in the classroom is reduced, the students of SDN 100808 Aek Nabara also rarely use the learning model, this causes a lack of student achievement and student activity in the learning process. From the statement of Mrs. Romianim Sitorus above, there are problems that are (1) the learning process is still centered on the teacher, (2) the student's activity in the classroom is still lacking, (3) some students also still do not want to ask questions about material that they do not understand, (4) there are still students who do not want to express their opinions to teachers and friends.

METHODS

Quantitative research methods, as proposed by Aicha (2021: 74) can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations/samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing hypotheses that have been determined. The type of research used in this study is quantitative. Quantitative is a type of experimental research, which is looking for causal relationships between independent variables and bound variables. In this study, the way to collect data is through questionnaire techniques, questionnaires, tests, interview guidelines, observation guidelines and so on. In this study, a pre-experimental design was used with a type of one group pretest-posttest design.

An operational definition is a definition that is based on the properties of the defined thing that can be observed (observed). This observable concept is important because it opens up the possibility for other people other than the researcher to do similar things, so that what the researcher does is open to being retested by others. The definition of the operational definition above is stated in the operational definitions of the research variables as follows: 1) The PBL learning model is a cooperative learning model that adopts the gregaji work pattern. In this model, students work together in small groups of four to six people to achieve a common goal. Each student is responsible for the subject matter that must be studied and is able to teach the part to other member teams; 2) Learning achievement is proof of success achieved by a person after making learning efforts. Learning achievement can be measured by symbols, numbers, letters, or sentences, and can reflect the results achieved by a child in a certain period.

Population is a generalization area that consists of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions. So the population is not only people, but also other natural objects and objects. Population is also not just the number of objects or subjects being studied, but includes all the characteristics of the traits possessed by that subject or object. Cahyadi (2022:63) stated, "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions". Based on the opinion of the above experts, it can be concluded that the research population is the entire research element consisting of the subject and object of the research. In this study, the population is all students of class V at SD N 100808 Aek Nabara which consists of one class, namely class V totaling 12 people. So the total population is 12 students.

The sample is part of the number and characteristics that the population has. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from that population. What is learned from the sample, the conclusion will be applicable to the population. For this reason, the sample taken from the population must be really representative (representative). The sample is part of the total population that exists to be studied. Nurhasanah (2022:272) stated, "Samples are part of the population, this sentence has two meanings, namely: 1) All population units must have the opportunity to be taken as sample units, and 2) The dPAIndang sample is used as an estimator of the population or as a population in small form, meaning that the sample size must be sufficient to describe the population. The sampling technique in this study is saturated sampling. Saturated sampling is a technique for selecting samples of all members of the population as samples. So the sample taken by the author of all class V at SD Negeri 100808 Aek Nabara totaled 12 people, the experiment of class V amounted to 12 students and the control of class V amounted to 12 students. The reason researchers chose the saturated sample was because the population size was relatively small, less than 100 people or the study wanted to make generalizations with very little error. Although it takes longer to collect data, the technical saturation sample can obtain high data.

RESULTS

The research conducted on student learning achievement in PAI subjects in class V of SD Negeri 100808 aek nabara, was carried out on class V which amounted to 12 students who were given lessons with the PBL learning model At the research stage, the research class was given a preliminary test (pretest) which aimed to see the initial achievement of students. After the implementation of the PBL learning model. In learning, the research class is given a final test or (post-test) to see the achievements of students. Data analysis was carried out using pretest and post-test scores. Before the test questions are distributed to the research class. The test results of students in grade V of SD Negeri 100808 Aek Nabara showed a different test between pretest and post-test because the pretest and post-test questions contained the same statement, what distinguishes these two groups is that the questions are randomized between pretest and post-test. Observation of Student Learning Achievement Before Using the PBL Learning Model. The observation made by the researcher to determine the learning achievement of students seen from student activities in the teaching and learning process before using the PBL model in the learning process.

From the table above, the researcher found the results of the test consisting of 10 questions. Student learning achievement statement test filled out by the student himself. At the time before applying the PBL learning model, the research obtained overall test results with a total of 440 which had an average score of 3,666. With a frequency of 20 as many as 5 students, 30 as many as 1 student, 40 as many as 1 student, 50 as many as 3 students, 60 as many as 2 students

CONCLUSION

The application of the Problem-Based Learning (PBL) model in Islamic Religious Education at SD Negeri 100808 Aek Nabara has shown significant improvements in student learning achievement. Before the implementation of PBL, students struggled to grasp the subject matter, with most classified as "Poor" or "Very Poor" in their performance. The average score before using the PBL model was 36.66, indicating that traditional teaching methods were not effectively engaging students in the learning process. After the implementation of the PBL model, student performance improved considerably. The number of students categorized as "Very Poor" decreased, while more students achieved the "Good" and "Very Good" levels. The average score increased to 79.16, reflecting the effectiveness of PBL in fostering deeper understanding and knowledge retention. This improvement suggests that PBL encourages active learning, critical thinking, and problem-solving skills, leading to better comprehension of Islamic religious teachings.

One of the main reasons for this improvement is the shift from a teacher-centered to a student-centered learning approach. Students are encouraged to analyze real-life problems related to Islamic teachings, discuss solutions in groups, and apply their knowledge in meaningful ways. This method not only strengthens their understanding but also enhances their motivation to learn. Instead of passively receiving information, students actively engage with the material, making it more relevant and applicable to their daily lives. Observations during the learning process further support the effectiveness of PBL in Islamic Religious Education. Students displayed higher levels of participation, enthusiasm, and engagement in discussions and problem-solving activities. They became more confident in expressing their opinions and were able to relate religious concepts to practical situations. This interactive learning approach also helps students develop essential skills such as communication, teamwork, and independent thinking, which are beneficial for both academic success and personal development.

Despite these positive outcomes, some challenges were encountered during the implementation of PBL. Some students initially found it difficult to adapt to the new

learning approach, as they were more accustomed to passive learning methods. Teachers also faced difficulties in designing problem-based lessons that were both engaging and aligned with the curriculum. However, with proper training, experience, and gradual adaptation, these challenges can be overcome, ensuring the successful application of PBL in religious education. The findings of this study highlight the effectiveness of the PBL model in improving student learning outcomes in Islamic Religious Education at SD Negeri 100808 Aek Nabara. By fostering active participation, critical thinking, and problem-solving skills, PBL enhances student engagement and comprehension of religious teachings. Schools and educators should consider integrating this model into their teaching strategies to create a more interactive and effective learning environment for students.

CONCLUSSIONS

The research findings indicate that the implementation of the Problem-Based Learning (PBL) model has significantly improved student achievement at SD Negeri 100808 Aek Nabara. Before the application of the PBL model, student performance was relatively low. Among 12 fifth-grade students, only 2 students met the "Sufficient" criteria, 3 students were categorized as "Poor," and 7 students fell into the "Very Poor" category. The average score before using the PBL model was 36.666, demonstrating that most students struggled to grasp the learning material effectively. After implementing the PBL model, student achievement showed remarkable improvement. Out of the 12 students, only 1 student remained in the "Poor" category, while 1 student achieved the "Sufficient" level. Additionally, 6 students reached the "Good" category, and 4 students performed at the "Very Good" level. The average score increased significantly to 79.166, reflecting a substantial enhancement in students' understanding and mastery of the subject matter. This suggests that the PBL model effectively engaged students in active learning, enabling them to develop better problem-solving skills and a deeper comprehension of the material. Furthermore, statistical analysis using the Paired Sample t-Test confirmed the impact of PBL on student achievement. The significance value (2-tailed) obtained was 0.000, which is lower than the 0.05 threshold. This result indicates that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected. Therefore, it can be concluded that the implementation of the Problem-Based Learning model has a significant effect on student academic performance at SD Negeri 100808 Aek Nabara. This study highlights the importance of adopting interactive and student-centered learning models to enhance educational outcomes.

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