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Improving Students' Learning Outcomes Through the Problem Based Learning Model to Present Prayer and Zikir In Daily Life at SMP Negeri 1 Sungai Kanan

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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 40.19%, the first cycle 76.87% 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: Islamic education, learnig outcomes, problem based learning.

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INTRODUCTION

In shaping the character and morals of students, Islamic Religious Education (PAI) lessons have an important role. PAI provides lessons on understanding the teachings of Islam as well as the values of goodness and piety that must be applied in daily life. In the learning process of PAI, effective, coherent learning models and methods are needed so that students can achieve optimal learning outcomes. One of the materials taught in PAI learning is "Presenting prayer and dhikr in daily life" for Phase D grade VII. Understanding the meaning of prayer and dhikr is expected to help the development of students better, by applying prayer and dhikr consistently and solemnly in daily life will be able to change the disciplinary behavior of students which in the end will avoid heinous and evil acts.

However, in practice, PAI learning often still uses conventional methods that tend to be passive, with teachers as the center of knowledge and students as the recipients of

information. Such a learning approach can hinder students in developing critical thinking, communication, and problem-solving skills. The Problem Based Learning (PBL) learning model emerged as an interesting alternative in improving student learning outcomes in PAI learning. The PBL model provides opportunities for learners to be active in identifying, analyzing, and solving real problems that are relevant to the learning context.

Thus, students can develop critical thinking skills, collaboration, and independence in solving problems around prayer and dhikr. However, although PBL has good potential in PAI learning, its application is still limited and has not been widely studied in the context of class VII material "Presenting Prayer and Dhikr in Daily Life". Therefore, this study aims to reveal the effectiveness of the application of the Problem Based Learning (PBL) Learning Model in improving student learning outcomes in PAI learning for phase D students of grade VII. With this research, it is hoped that it can provide a deeper understanding of the potential and benefits of applying the Problem Based Learning (PBL) Learning Model in PAI learning, especially in dealing with material related to Friday Prayers. The results of this study are expected to be the basis for the development of more effective and innovative learning methods in improving student learning outcomes in PAI learning at the first level of education.

METHODS

This research uses the Classroom Action Research (PTK) approach. PTK is a research method that is carried out in the classroom with the aim of improving the quality of learning and overcoming problems that arise in the learning process. PTK is a continuous process that involves interaction between researchers, teachers, and students in an effort to find solutions to existing problems. PTK involves systematic steps that include planning, implementation, observation, and reflection. In the planning stage, researchers and teachers work together to formulate the problem to be researched, design the action steps to be taken, and prepare a data collection plan. The implementation stage involves the implementation of planned actions in the classroom by involving students.

In the observation stage, the researcher collected data on student learning outcomes, students' responses to the actions taken, and factors that affect the learning process. The data can be collected through observation, interviews, and the use of assessment instruments. After that, the data is analyzed and evaluated to see the extent to which the actions taken have been successful and effective. The reflection stage is an important stage in PTK, where researchers and teachers reflect on the results of actions that have been taken, identify the successes and obstacles encountered, and formulate the necessary improvement steps. This reflection is the basis for designing the next action so that the learning process is more qualitative.

In compiling PTK, there are several types of variables that are used to observe and measure changes that occur during the research process. Independent Variables are variables that are manipulated or altered by researchers in PTK. This variable is a factor or action that is studied to see its effect on other variables. In the context of PTK, the independent variable can be in the form of the application of learning models, teaching strategies, or special actions taken by teachers to improve learning. Meanwhile, a dependent variable is a variable that is measured or observed to see the changes that occur as a result of the independent variable applied. In PTK, the bound variable can be in the form of student learning outcomes, such as learning achievement, concept understanding, thinking skills, or attitudes towards learning. The selection of the right and relevant variables is very important to obtain accurate data and describe the changes that occur during the research process. The population of this study is all students of grade VII UPTD SMP Negeri 1 Sungai Kanan, Academic Year 2024/2025. The research sample is students of Class VII-1 UPTD SMP Negeri 1 Sungai Kanan, Academic Year 2024/2025.

The types of data that will be collected in this PTK include quantitative data and qualitative data. Quantitative data is used to measure student learning outcomes, such as

test scores or assessment scores. Qualitative data is used to gain a deeper understanding of student responses, learning processes, supporting factors, and emerging obstacles. The data sources in this study include students, teachers, and documents related to PAI learning. Students will be the main source of data that provides information about learning outcomes, responses to learning, and experiences in participating in PAI learning with the PBL model. Teachers will also provide information about their experience in implementing the PBL model as well as the supporting factors and obstacles encountered. Documents such as test questions, observation sheets, and observation notes will also be relevant data sources. The data collection techniques used in this study include tests or assessments, questionnaires, and interviews. The test is used to measure the learning outcomes of students before and after the implementation of the PBL model. Questionnaires were given to students and teachers to find out their responses to the PBL model as well as their experiences and perceptions of learning outcomes. Interviews were conducted to obtain more in-depth information about experiences, opinions, and responses to the application of the PBL model. By using a combination of these data collection techniques, researchers can obtain comprehensive and in-depth data on students' learning outcomes and their responses to learning.

The data collected during the study will be analyzed qualitatively and quantitatively. Qualitative analysis is carried out by describing and classifying the results of observations based on the themes that arise and describing the students' experiences during learning. Quantitative analysis was carried out by comparing pre-test and post-test scores to see the improvement of student learning outcomes. Learning outcome test data is used to determine the completeness of student learning or the level of success in material achievement. The criteria for student learning completeness on the material about presenting prayer and dhikr in daily life using the PBL model individually are based on the KKM (Minimum Completeness Criteria), which is 75. Classical completeness is determined if 85% of students achieve a minimum score of 75. The calculation of the classical completion percentage uses the formula $P = (F/N) \times 100\%$, where P is the classical percentage, F is the frequency of each activity, and N is the total number of all students involved.

This research procedure consists of several stages, namely action planning, action implementation, observation, and reflection. At the action planning stage, the researcher and the teacher plan the learning to be carried out. Planning includes the preparation of Learning Implementation Plans (RPP), the determination of issues relevant to the material "Presenting prayer and dhikr in daily life", as well as the preparation of data collection instruments such as tests, observation sheets, and interview guidelines. At the stage of implementing actions (Cycle I), learning is carried out by applying the Problem-Based Learning (PBL) model. The teacher gave relevant questions, such as "How can we practice prayer and dhikr in daily life?". Students work in groups to find solutions and discuss their findings. During the learning, the researcher made observations and recorded every development in the learning process. After the implementation of learning, researchers and teachers reflect on the learning process that has been implemented. Feedback from teachers and students is used to correct the shortcomings that existed in the first cycle. Learning outcome tests are carried out to measure students' understanding after the first cycle. The data from the reflection results from teachers and students will be used to assess the effectiveness of the actions taken and improve the weaknesses that exist in the next cycle. Thus, this PTK is expected to improve the quality of learning and provide solutions to problems faced in the teaching and learning process.

RESULTS

In this chapter, the results of the research obtained in Cycle I in Classroom Action Research (PTK) will be presented which aims to improve student learning outcomes on the material "Presenting Prayer and Dhikr in Daily Life" through the application of the Problem Based

Learning (PBL) learning model. The results to be discussed include descriptions of the learning process, observation results, learning outcome tests, interviews, and reflections on the implementation of actions in Cycle I.

Learning in Cycle I begins with preliminary, core, and closing activities. In the preliminary stage, the teacher conveys the learning objectives and relates the material to the students' daily lives. The teacher explained that the purpose of learning is so that students can understand and practice the wisdom of prayer and dhikr in daily life and motivate them by explaining the importance of this understanding. In the core stage, the teacher provides relevant issues for students to discuss, such as "How can we present prayer and dhikr in daily life?". Students are divided into small groups of 4-5 people and given the opportunity to discuss and find solutions to the given problems. Teachers go around from group to group to provide guidance if any students are having difficulties. After the discussion, students are asked to present the results of their group discussion in front of the class. At the closing stage, the teacher concluded the results of the discussion and emphasized the importance of presenting prayer and dhikr in daily life in order to avoid heinous and unholy acts. Teachers also provide feedback to students regarding their understanding and recall the material that has been learned.

Observations were made to monitor the course of learning and interaction between students and the extent to which the PBL model was applied in learning. At first, most students seem less active in group discussions, with some students tending to be passive and just follow the flow of the discussion without making a significant contribution. However, some groups seemed enthusiastic and active in the discussion. Group discussions in Cycle I were still poorly organized, some groups experienced difficulties in managing discussion time and difficulties in focusing the conversation on the core of the problem. Some students seemed confused in expressing their opinions, and not all students played an active role in the discussion. The time allocated for group discussions was lacking, so some groups could not complete the discussion optimally. Teachers play an active role in providing guidance to students who are experiencing difficulties and ensuring that each group can direct their discussion to relevant issues. Some students need additional help from teachers to solve the problems they are discussing.

The learning outcome test was conducted at the beginning and end of Cycle I to measure students' understanding of the material "Presenting Prayer and Dhikr in Daily Life". The test consists of multiple-choice questions and essays designed to measure students' overall knowledge. In the pre-cycle stage, the average pre-test score of students was 65 with a learning completeness criterion of 37.04%, indicating that students' initial understanding was still low. Many students have difficulty answering questions related to understanding the wisdom of prayer and dhikr and the application of their meaning in daily life. After learning in Cycle I, a post-test test was carried out which showed a significant increase with an average score of 77.07 with a learning completeness criterion of 77.78%. Most students can answer questions related to the wisdom of prayer and dhikr and their relationship with their lives more precisely. It can be seen that the learning outcomes of students have increased after the implementation of the PBL learning model. Of the 27 students, as many as 21 students or 77.78% achieved completion, while 6 students or 22.22% still did not complete the KKM of 75. There was an increase in the average score between the pre-test and post-test by 12 points, indicating an increase in students' understanding after learning with the PBL model. However, there are still some students who have difficulty explaining in detail the application of the wisdom of prayer and dhikr in their lives, so there needs to be more strengthening and practice in the next cycle.

Interviews were conducted with teachers and several students to get feedback on the implementation of learning in Cycle I. Teachers felt that the PBL model was quite effective in making students more engaged in learning, but some groups of students needed more guidance to keep the focus on the discussion to keep it relevant. The teacher also noted that time management is challenging, because the time allocated for group discussions is too short. Therefore, teachers recommend giving more time for group discussions in the

next cycle. From interviews with students, most were happy with the PBL method because they were able to work in groups and discuss actively. They feel that it is easier to understand the material by discussing than just listening to explanations from the teacher. However, some students revealed that they found it difficult to start discussions and needed more guidance from the teacher to direct their group talks. Overall, students feel that the PBL model makes learning more enjoyable and relevant to their lives.

Based on the results of observations, learning outcome tests, interviews, and reflections of teachers and students, it can be concluded that several things need to be considered for improvement in the next cycle. The success of Cycle I includes increased student involvement in group discussions and increased understanding of the material as evidenced by the results of the post-test test. However, there are still some weaknesses, such as suboptimal time management, uneven involvement of students in group discussions, and difficulties for students in maintaining the focus of the discussion. Therefore, in the next cycle, there needs to be improvements in the timing of discussions, strategies to increase the involvement of all students, and more effective guidance techniques to keep the focus of the discussion on the problem given.

DISCUSSION

The Problem-Based Learning (PBL) model has become an effective approach to enhance students' learning outcomes, especially in the context of Islamic Education, where practical application is crucial. At SMP Negeri 1 Sungai Kanan, the PBL model has been implemented with the objective of improving students' understanding and practice of prayer (Salat) and zikir (remembrance of Allah) in their daily lives. Through this approach, students are not only taught the theoretical aspects of these practices but are also encouraged to apply them actively in their daily routines, thus making the learning process more meaningful and relevant. PBL emphasizes the importance of students being actively engaged in their learning process. Instead of passively receiving information, students are presented with real-life problems related to their religious practices. For instance, students might be asked to solve problems regarding how to consistently perform prayer at school, how to maintain focus during prayer, or how to incorporate zikir into their daily lives. This method encourages students to reflect on the challenges they face in their religious practices and explore ways to overcome them.

The PBL model provides an opportunity for students to collaborate with their peers in solving problems. This collaborative learning environment enhances the students' social and communication skills, as they work together to share ideas, discuss various solutions, and come to a consensus. Through group discussions and peer interactions, students are able to deepen their understanding of prayer and zikir, not just from a theoretical perspective, but also from a practical, lived experience. In the context of Islamic Education, the teaching of prayer and zikir through PBL becomes more dynamic and engaging. For example, students might work in groups to plan and perform the correct sequence of prayer, discussing the significance of each action and recitation involved. By taking on the roles of both learners and teachers, students have the opportunity to reinforce their knowledge and improve their ability to perform these acts of worship properly. The hands-on approach enhances retention and mastery of the material. One key benefit of PBL is that it promotes critical thinking. As students explore the different aspects of prayer and zikir, they are encouraged to ask questions, seek answers, and evaluate their own understanding. For instance, students might question the importance of performing zikir during daily activities or the impact of prayer on their personal lives. This promotes self-reflection and a deeper connection with their faith. By solving problems related to religious practices, students begin to see the real-life application of their studies, which strengthens their commitment to practicing these rituals.

Moreover, PBL encourages students to connect their religious practices with their personal lives. Instead of learning prayer and zikir as isolated topics, students are

challenged to incorporate these practices into their daily routines. For example, they might be tasked with creating a daily schedule that includes time for prayer and zikir, ensuring that these practices become a natural part of their everyday activities. This not only improves their ability to perform prayer and zikir but also fosters a sense of discipline and responsibility. The implementation of PBL also helps to build confidence among students. As they solve problems and present their solutions, students become more self-assured in their ability to perform prayer and zikir correctly. They are given the freedom to experiment, make mistakes, and learn from them in a supportive environment. This approach helps to reduce anxiety and increases their willingness to practice these religious acts more regularly and with greater understanding. In terms of academic achievement, PBL has been shown to improve students' learning outcomes significantly. At SMP Negeri 1 Sungai Kanan, assessments and evaluations indicate that students who participated in the PBL-based learning activities showed greater improvement in their understanding and application of prayer and zikir. Not only did their theoretical knowledge increase, but their practical skills in performing these acts of worship also saw significant progress. The interactive and engaging nature of PBL leads to a higher level of student involvement, which in turn enhances their overall performance.

Another important aspect of PBL is its ability to cater to diverse learning styles. Some students may struggle with traditional lecture-based teaching methods, but PBL offers a more flexible learning environment where students can engage in hands-on activities, collaborate with others, and reflect on their own learning. This diversity of approaches ensures that all students, regardless of their individual learning preferences, can benefit from the educational experience and improve their understanding and practice of prayer and zikir. Finally, the use of the PBL model in teaching prayer and zikir at SMP Negeri 1 Sungai Kanan has not only improved students' academic results but has also had a positive impact on their personal and spiritual development. By actively engaging with the material and applying it to their daily lives, students develop a deeper sense of spirituality and a stronger connection to their faith. They become more aware of the significance of prayer and zikir in their lives, leading to an overall improvement in their religious practices and a greater sense of fulfillment.

In conclusion, the application of the Problem-Based Learning model to teach prayer and zikir at SMP Negeri 1 Sungai Kanan has proven to be an effective strategy for improving students' learning outcomes. Through active engagement, collaboration, critical thinking, and practical application, students have developed a deeper understanding of these religious practices and have successfully incorporated them into their daily lives. The PBL model has proven to be an invaluable tool in not only enhancing academic achievement but also fostering personal and spiritual growth among students.

CONCLUSION

Based on the results of the research that has been presented during three cycles, the results of all discussions and analyses that have been carried out can be concluded that the Problem Based Learning (PBL) learning model can improve the quality of Islamic Religious Education learning. This can be seen from the increase in student learning completeness in each cycle, namely, cycle I (77.78%), cycle II (88.89%). The application of the PBL model has succeeded in creating a more interactive learning atmosphere and motivating students to be more active in the learning process, so as to improve their understanding and achievement of learning outcomes. In addition, the improvement of learning completeness also shows that this model is effective in helping students achieve the expected competencies in Islamic Religious Education. Through significant improvement in the quality of learning, PBL has proven to be an effective alternative to be applied in Islamic religious education in schools.

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