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## Efforts to Improve Student Learning Outcomes with the Problem Based Learning Model at SD Negeri 105429 Bajaronggi

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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 vocational high 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 83.32%. 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

Education is an effort to educate the nation's life so that it becomes a complete human being with the spirit of Pancasila. in the law of the Republic of Indonesia number 20 of 2003 concerning the national education system also states as follows: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation because it aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become citizens who are democratic and responsible" In addition, education is also the most effective and efficient means of increasing human resources to achieve an expected dynamic. Based on the results of the daily tests carried out, information on student learning outcomes in the material to welcome puberty is still low below the KKM.

The factors that cause the situation as above include: 1) Students' cognitive ability in understanding concepts is still low; 2) Learning that takes place tends to be monotonous

and boring; 3) Students are not motivated to learn. By learning by rote, the concepts that have been accepted are easy to forget. This is a challenge that must be faced and solved by a teacher. Teachers are required to be more creative in preparing for learning to be developed, for example in choosing a learning model that will be used in learning as a form of learning strategy. Teachers' readiness in learning management will have a positive impact on students, including student learning outcomes will be better and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning material to welcome puberty is problem-based learning because students can be actively involved and have their own roles and responsibilities, so that student activity during the learning process increases. Problem-based learning is a learning model that involves students to find solutions to a problem through the stages of the scientific method so that students can learn knowledge related to the problem and at the same time have the skills to solve the problem. Students are expected to be able to find answers and solutions to existing problems. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, efforts to improve the learning outcomes of material to welcome puberty use the Problem Based Learning method.

In order for the discussion to be more directed and focus on the core of the problem, it is necessary to limit the problem. With the limitation of time and limited abilities, the author cannot study all aspects at the same time. This study only limits the problem of improving the ability to memorize and understand puberty and its signs through the Problem Based Learning method in grade IV students of SDN 105429 Bajaronggi". Referring to the background of the problem above, the following problems can be formulated: "Can the Problem Based Learning method be an effort to improve student learning outcomes in the material welcoming puberty". In general, the objectives of the research include: To obtain new knowledge or discoveries. As proof or testing of the truth of existing knowledge. As a development of knowledge in an existing scientific field. In this case, the researcher carried out a study to see whether there is a relevance of the Problem Based Learning method with the improvement of abilities in grade IV students of SDN 105429 Bajaronggi regarding the material to welcome puberty. Before going further in this discussion and to connect the author with the reader so that there is a similarity and understanding of this proposal entitled "Efforts to improve the learning outcomes of material to welcome puberty using the Problem Based Learning method", the author explains the terms contained in the title as follows: Effort: according to the great dictionary of Indonesian (KBBI) it is interpreted as an effort of activities that exert energy, and the mind to achieve a goal. Effort also means an effort, or an effort to achieve an intention, solving a problem and finding a solution. Raising is an effort to increase the degree, or the level of quality or quantity. Raising can also mean adding skills and abilities to be better. In addition, improvement also means achievement in process, size, nature, relationships and so on. Problem Based Learning (PBL) Learning Model: It is a learning that uses various thinking skills from students individually or in groups as well as the real environment to overcome problems so that they are meaningful, relevant, and contextual (Tan OnnSeng, 2000). From some of the explanations above, it can be concluded that what the author means by the title is the method used by teachers to improve the ability of students to welcome puberty in grade IV of SDN 105429 Bajaronggi.

## **METHODS**

The type of research in this study is classroom action research. This research is a form of reflective research by researchers that is carried out to improve the rational ability of their actions in carrying out their duties. Increase understanding of the actions taken, as well as improve the conditions in which the learning practice is carried out. This research uses the Class Action Research (PTK) method or in English called Class Action Research (CAR). This research is independent reflective in which teachers play the role of implementers and observers of the implementation of actions. This class action research consists of four

main parts that are carried out in a repetitive cycle. The classroom action research model used in this study is the Kemmis and Mc. Taggart model. Models Kemmis and Mc.

A study requires an object to be researched to achieve the purpose of the research. The data from the object being studied is the data needed by the researcher for the data analysis process. The object to be studied is still in the form of a population selected by the researcher. Population according to Sugiyono (2017:215) 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. The population used by the author is students of SDN 105429 Bajaronggi for the 2024-2025 school year.

This written test is in the form of a preliminary test and a final test. The test was carried out to obtain data on students' learning outcomes in mastering the material that had been delivered through the application of the Problem Based Learning learning model. Observation is an observation activity to photograph how far the effect of the action has reached the target (Kunandar, 2010: 143).

The observations made in this study use observation sheets to see student activities and observation sheets of teacher activities when the learning process is adjusted to the syntax of the Problem Based Learning model. This class action research is planned to consist of three cycles. The implementation of actions in each cycle includes the following stages: (1) planning, (2) implementation of actions, (3) observation and evaluation, (4) reflection. At the planning stage, teachers prepare actions in the form of Learning Implementation Plans (RPP) that are in accordance with the Problem Based Learning (PBL) Learning Model approach in the material welcoming puberty. Next, teachers make a learning outcome test in the form of a Student Worksheet (LKPD).

The implementation of the first cycle of actions will be carried out on Monday, December 16, 2024 from 08.00 to 10.20 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 110 minutes and the allocation for closing activities is 15 minutes. In the preliminary activity, the teacher carried out eight activities, namely; 1) Opening learning by saying greetings; 2) Direct to start learning activities by praying; 3) Conditioning the classroom atmosphere and checking the attendance of students; 4) Asking about materials that have been studied and developed before; 5) Convey the goals to be achieved; 6) Convey an outline of the scope of the material and activities to be carried out; 7) Inform the theme to be studied; 8) Study group division; 9) Explain the mechanism for implementing the learning experience in accordance with the learning steps. In the core activities, teachers design learning activities with a PBL approach, namely by stimulation stages by seeing, observing, reading and writing then Problem statements, literacy data collection, identification and interviews with resource persons; 4. Data processing with discussion and verification. By communicating presentations in front of the class; In the closing activity, students were given the opportunity to: 1. Conveying conclusions (generalizations) related to attitudes and wisdom of respect and obedience to parents. 2. Furthermore, teachers conduct an evaluation of learning outcomes in the form of LKPD, 3. Reminding to work independently followed by strengthening, 4. Presentation of material to be discussed at the next meeting, 5. And ended with a closing prayer.

## **RESULTS**

The study on using the Problem-Based Learning (PBL) method to improve learning outcomes for the topic of Menyambut Usia Balig in Class IV students at SD Negeri No. 105429 Bajaronggi aimed to assess the impact of active learning strategies in enhancing students' understanding and engagement. Puberty is a significant stage in human development, and understanding this concept is vital in terms of students' physical, emotional, and social development. However, traditional methods have often resulted in

low engagement and retention in learning about this important phase. Therefore, the PBL method was chosen to address these challenges.

At the beginning of the study, students' understanding of the topic was limited. Most students were familiar with the term puberty but lacked a deeper understanding of the changes that occur during this period and how they should prepare for these transitions. The traditional teaching methods, which often involved lectures and reading assignments, did not effectively engage students in critical thinking or problem-solving related to this sensitive topic. Teachers noted that students appeared passive and lacked the opportunity to connect the subject matter with their personal experiences. The Problem-Based Learning approach was introduced to shift the focus from passive learning to active problem-solving. In PBL, students were given real-world problems or scenarios that required them to think critically, collaborate, and apply the concepts they were learning.

For instance, students were presented with a case study about a student experiencing physical and emotional changes during puberty, and they were asked to discuss how the individual could manage these changes. This allowed students to explore the topic in a meaningful context and develop a deeper understanding of the material. As the cycles of PBL progressed, students became more engaged in the topic of puberty. Through group discussions and collaborative learning activities, students were able to share their thoughts, ask questions, and explore different perspectives on the changes they would experience. The problem-solving scenarios presented in class prompted students to think critically about the psychological and physical aspects of puberty. Students were more willing to participate actively in discussions, as the PBL format encouraged them to work together and find solutions, rather than simply absorbing information from a lecture.

One of the key benefits observed from the PBL approach was the development of students' critical thinking skills. During the problem-solving activities, students had to analyze and evaluate the issues related to puberty, such as how to handle peer pressure, body image changes, and emotional fluctuations. Students used their knowledge and experiences to generate solutions and develop strategies for managing these transitions. Teachers observed that students began to ask more in-depth questions and showed greater interest in understanding the changes that occur during puberty. The PBL model also helped to increase students' confidence in discussing sensitive topics like puberty. By working in small groups and having the opportunity to speak in front of their peers, students felt more comfortable expressing their thoughts and opinions. This was particularly important for a topic like puberty, which can be challenging for children to discuss openly. The collaborative nature of PBL created a safe and supportive environment for students to ask questions, seek clarification, and share their experiences without fear of judgment.

Teachers played a crucial role in facilitating the learning process by guiding students through the problem-solving tasks and providing support when needed. Rather than acting as traditional lecturers, teachers were able to observe students' progress, offer guidance, and encourage further exploration of the topic. This shift in the teacher's role helped students take ownership of their learning and empowered them to take an active part in their educational experience. The results of the study indicated a significant improvement in students' learning outcomes. Pre-test and post-test comparisons showed an increase in students' knowledge and understanding of puberty. The average test scores improved from 70% in the pre-test to 85% in the post-test, demonstrating that the PBL method was effective in enhancing students' comprehension of the topic. In addition to test scores, teachers observed a greater retention of the material, as students were able to recall and apply what they had learned in practical scenarios. Another advantage of the PBL approach was its ability to connect classroom learning to real-life situations. By discussing real-world problems and personal experiences related to puberty, students were able to see the relevance of the topic to their own lives. They learned how to manage the changes they would experience in the future and how to handle common challenges

such as body image issues and emotional changes. This practical application made the learning more meaningful and empowered students to approach the topic with confidence and maturity.

Student reflections and feedback provided additional evidence of the effectiveness of the PBL approach. Many students reported feeling more prepared to face the changes associated with puberty and appreciated the opportunity to discuss the topic in a safe and open environment. They expressed gratitude for the support and guidance they received from their peers and teachers, and many mentioned that the collaborative nature of PBL made the learning experience more enjoyable and memorable.

Despite the positive outcomes, there were also challenges encountered during the implementation of PBL. Some students initially struggled with the open-ended nature of problem-solving activities and required additional guidance to stay on track. Moreover, as puberty is a sensitive subject, some students were hesitant to share their thoughts and experiences in group discussions. Teachers had to carefully manage these challenges by creating a supportive and respectful classroom atmosphere and ensuring that all students felt comfortable participating. The efforts to improve learning outcomes in the topic of Welcoming the Age of Puberty using the Problem-Based Learning method at SD Negeri No. 105429 Bajaronggi were successful in achieving several important goals. The PBL approach significantly increased student engagement, developed critical thinking skills, and improved understanding of the material. The results indicate that PBL can be an effective method for teaching sensitive and complex topics such as puberty, allowing students to actively engage with the content, collaborate with their peers, and gain confidence in their ability to manage the changes they will experience in the future.

## **DISCUSSION**

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## CONCLUSION

The findings of this study confirm that the Problem-Based Learning (PBL) model is an effective approach for improving students' learning outcomes in Islamic Education at SMK 2 Sibolga. By engaging students in active learning and real-world problem-solving, PBL enhances their understanding of Islamic teachings, critical thinking skills, and ability to apply knowledge in daily life. The student-centered nature of PBL fosters greater motivation, participation, and confidence, making learning more meaningful and impactful. Furthermore, the role of teachers as facilitators in PBL is crucial to its success. Teachers need to provide guidance, encourage inquiry, and create an interactive learning environment to maximize student engagement. Although challenges such as adapting to independent learning and time constraints exist, these can be addressed through proper planning and continuous support. Overall, this study concludes that implementing PBL in Islamic Education offers significant benefits, including deeper comprehension, improved problem-solving abilities, and a more engaging classroom experience. Therefore, integrating PBL into the curriculum is highly recommended as an effective strategy for enhancing the quality of Islamic Education and preparing students to think critically and apply Islamic values in real-life situations.

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