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Implementation of the Problem Based Learning Model on Student Learning Outcomes at SD Negeri Neuheun on the Material of Belief in Allah and Rasullullah

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Abstract: This study aims to determine the effectiveness of the application of the Scientific Learning approach to the learning outcomes of grade IV students of SD Negeri Neuheun on the material of Faith in Allah and His Messenger. The background of this research is the low understanding of students of Islamic Religious Education (PAI) material which has an impact on low learning outcomes under the Minimum Completeness Criteria (KKM). This research uses the Classroom Action Research (PTK) method which is carried out in two cycles, with each cycle including the stages of planning, implementation of actions, observation, and reflection. The research subjects amounted to 20 fourth grade students of SD Negeri Neuheun. The results of the study show that the application of the Scientific Learning approach which includes the steps of observing, questioning, reasoning, trying, and communicating is able to significantly increase student activeness and learning outcomes. Students become more enthusiastic, actively participate in the learning process, and are able to understand the concept of faith in Allah and His Messenger more deeply. The increase in learning outcomes is also shown by the increase in the number of students who achieve grades above the KKM after the implementation of the action. Thus, the Scientific Learning approach has proven to be effective in improving learning outcomes and the quality of PAI learning in elementary schools.

Keywords: Scientific Learning, Learning Outcomes, Islamic Religious Education.

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INTRODUCTION

Change is a necessity in the world of education, which must be faced with readiness and innovation in order to answer the challenges of the times. One form of change is the implementation of the 2013 Curriculum (K-13) which replaces the previous curriculum. The government through the Ministry of Education and Culture sets this curriculum as an effort to improve the quality of national education oriented towards the development of competencies, character, and skills in the 21st century (Ministry of Education and Culture, 2013). In this context, Neuheun State Elementary School in Pidie Regency is one of the elementary schools appointed to implement the 2013 Curriculum in full. Consequently, all teaching and learning activities at the school must adapt to the principles, approaches, and learning methods contained in this new curriculum.

One of the main features of the 2013 Curriculum is the use of a scientific approach in every learning process. This approach is different from the approach in the previous

curriculum which emphasized more on the delivery of material by teachers (teacher-centered). The scientific approach is oriented towards the active involvement of students in discovering the concept of knowledge through scientific processes such as observing, questioning, reasoning, trying, and communicating (Hosnan, 2014). The main goal is to make students active subjects, think critically, and be able to relate theory to the reality of daily life (Abidin, 2016). Thus, the learning process is not just about information transfer, but the process of forming knowledge through meaningful and contextual learning experiences.

However, in practice, the implementation of scientific approaches in elementary schools often faces various obstacles. Based on observations at SD Negeri Neuheun, there is still a low level of understanding and learning outcomes of students, especially in the subject of Islamic Religious Education (PAI) in the material of Believing in Allah and His Messenger. This low achievement can be seen from the number of students who have not reached the Minimum Completeness Criteria (KKM) that have been set. Students often lack focus on participating in learning, find it difficult to understand the material, and tend to be passive when the teacher gives practice questions. Some students even rely on their friends' answers without trying to find solutions on their own. This condition shows the weakness of students' critical thinking and problem-solving skills which should be the main target of the application of scientific approaches (Mulyasa, 2018).

This phenomenon shows that in the implementation of scientific approaches, a more effective learning strategy is needed so that students can truly understand the concept and internalize the values of faith in depth. One approach that is in line with scientific principles is the inquiry-based learning model. This model emphasizes the process of search and discovery by the students themselves, where the teacher plays the role of facilitator and mentor who helps when students experience difficulties (Sanjaya, 2016). In inquiry-based learning, students are invited to observe phenomena, ask questions, collect data, analyze, and communicate their findings. This process not only enhances scientific thinking skills, but also fosters curiosity, independence, and responsibility in learning (Kuhlthau, Maniotes, & Caspari, 2015).

A number of studies show that the application of scientific approaches and inquiry models has a positive impact on student learning outcomes. The results of research conducted by Kurniasih and Sani (2014) show that the scientific approach is able to improve students' higher order thinking skills because students are directly involved in the learning process. In addition, research by Sani (2019) confirms that this approach is able to build a deeper conceptual understanding compared to conventional methods. In the context of religious education, a scientific approach helps students relate the values of faith with the reality of life, so that the learning process is not only cognitive but also affective and psychomotor (Arifin, 2020).

The low learning outcomes of Neuheun State Elementary School students in the material of Faith in Allah and His Messenger is suspected to be caused by the still dominance of traditional teacher-centered learning. This model makes students passive and simply receives information without a chance to explore further. In fact, the purpose of religious learning in the 2013 Curriculum is not only for students to know the teachings of Islam, but also so that they are able to reason, live, and practice it in their daily lives (Ministry of Religion of the Republic of Indonesia, 2015). Therefore, the application of a scientific approach based on learning by doing is very relevant to be applied so that students can experience an active and meaningful learning process.

In addition, the scientific approach also contributes to increasing students' motivation to learn. According to Sardiman (2017), motivation is an important factor that determines the success of the learning process. When students are involved in the process of discovery, they feel they have control over their own learning, resulting in curiosity and responsibility to achieve better outcomes. In Islamic religious learning, high motivation will encourage students to deepen the values of faith and apply them in daily behavior (Syah, 2018).

Seeing this reality, the application of the scientific learning approach to fourth grade students of SD Negeri Neuheun is expected to be an effective solution in improving learning outcomes in the material of Faith in Allah and His Messenger. Through scientific stages such as observing the verses of the Qur'an, asking about the meaning of faith, reasoning about the relevance of teachings to life, trying to practice them in daily activities, and communicating their understanding to peers, students can develop the ability to think, believe, and behave according to Islamic values. In other words, this approach not only emphasizes the aspect of knowing, but also forms attitudes (being) and actions (doing) in accordance with spiritual values. The researcher is interested in conducting a study entitled "The Application of the Scientific Learning Approach to the Learning Outcomes of Grade IV Students of SD Negeri Neuheun on the Material of Faith in Allah and His Messenger". This research is expected to make a real contribution to the development of Islamic Religious Education learning strategies in elementary schools, as well as a reference for teachers in applying scientific approaches effectively, creatively, and contextually.

METHODS

This research uses a qualitative approach with the type of Classroom Action Research (PTK) or Classroom Action Research which is focused on efforts to improve student learning outcomes through the application of the Scientific Learning approach to the material of Faith in Allah and His Messenger in grade IV of SD Negeri Neuheun. This type of research was chosen because PTK allows teachers to reflect on their own learning practices, identify problems that arise, design improvement actions, and assess the effectiveness of these actions in improving the quality of learning in the classroom (Arikunto, 2015).

Through classroom action research, teachers can innovate learning systematically and collaboratively, so that the results can be directly applied in daily teaching and learning activities (Kemmis & McTaggart, 2014). The subjects of this study are 20 students in grade IV of SD Negeri Neuheun, Pidie Regency, consisting of 9 male students and 11 female students. The selection of subjects is carried out purposively because the class is considered representative to describe the general condition of elementary school students' learning abilities and has a variety of abilities.

The selection of relevant subjects is very important in classroom action research because the results of the research are expected to provide meaningful information for improving learning in the classroom (Creswell, 2014). In addition, grade IV teachers are also involved as collaborators and observers in every stage of implementing actions to ensure the proper implementation of research. This research was carried out at SD Negeri Neuheun, Pidie Regency, Aceh Province, which has implemented the 2013 Curriculum so that the scientific approach becomes an important part of learning activities. Research activities are carried out in grade IV which have adequate learning facilities, such as permanent classrooms, whiteboards, and simple learning media that support the application of scientific approaches.

The time for the implementation of the research starts from the planning stage, implementation of actions, observation, to the preparation of a report which was carried out in August 2021. The research time is adjusted to the school's academic calendar and the Islamic Religious Education (PAI) learning schedule so as not to interfere with other learning activities (Sugiyono, 2019). The design of this class action research uses the model of Kemmis and McTaggart (1988) which consists of four main stages in each cycle, namely planning, acting, observing, and reflecting. Each stage is carried out repeatedly until a significant increase in student learning outcomes is obtained. In this study, two cycles are planned, where each cycle consists of two learning meetings.

The planning stage is a very important first step because it determines the direction of action to be taken. At this stage, the researcher and the collaborating teachers identified

problems that arose in previous learning, especially the low learning outcomes of students in the material of Faith in Allah and His Messenger. Based on the results of the identification, the researcher prepared a Learning Implementation Plan (RPP) which refers to a scientific approach with the stages of observing, questioning, reasoning, trying, and communicating (Hosnan, 2014). In addition, learning media, observation sheets for teacher and student activities, and evaluation instruments in the form of tests and non-tests were also prepared.

This planning stage is key in determining the success of the action because it includes all aspects that will be carried out during the learning process (Mulyasa, 2018). After careful planning, the next stage is the implementation of actions (acting) carried out by teachers and researchers in accordance with the lesson plans that have been prepared. In this stage, learning activities are designed using the Scientific Learning approach, where students are actively involved in scientific activities such as observing verses of the Qur'an and hadith about faith, questioning the meaning of faith in Allah and the Messenger, reasoning about the relationship of faith values with daily life, trying to apply these values in simple actions, and communicating the results of their understanding in front of the class (Sani, 2019). Learning with this scientific approach aims not only to improve the cognitive aspect, but also to develop students' scientific attitudes, critical thinking skills, and spiritual values.

The next stage is observation carried out collaboratively by researchers and classroom teachers to observe the course of the learning process and student participation during the activity. The aspects observed included student activeness, involvement in discussions, attention to the material, and the effectiveness of the implementation of the Scientific Learning stages. The observation data was recorded systematically using the observation sheets that had been prepared. Observation aims to identify the extent to which actions go according to plan as well as to find out the obstacles that arise during learning (Hopkins, 2014). The results of the observation then became the basis for reflection in the next stage. The last stage is reflection which is carried out by teachers and researchers together after each learning cycle is completed.

In reflection, teachers and researchers evaluate the effectiveness of the actions that have been taken based on the data of observation results and student learning outcomes. Reflection includes analysis of improving learning outcomes, changes in student learning behavior, and the suitability between the learning plan and its implementation. If the results of reflection show that the learning objectives have not been achieved optimally, then improvements and improvements are made in the next cycle (McNiff & Whitehead, 2011). Research data was collected through several techniques, namely observation, learning outcome tests, interviews, and documentation. Observation is used to obtain information about the activities of teachers and students during the learning process, while learning outcome tests are used to measure students' knowledge achievement after the application of Scientific Learning.

Interviews were conducted to find out students' perceptions of learning and the obstacles they faced, while documentation was used to complete the data through photos of activities, student grades, and reflection notes (Sugiyono, 2019). The data obtained were analyzed using descriptive qualitative and quantitative approaches. Qualitative analysis was carried out on non-test data through three stages, namely data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). Meanwhile, quantitative analysis is used to calculate the level of student learning completeness using the formula of percentage completeness, where the action is considered successful if at least 80% of students achieve a score of ≥70 in accordance with the school's Minimum Completeness Criteria (KKM).

Through this stage, it is hoped that the application of scientific approaches can improve learning outcomes, foster student motivation, and create active, meaningful, and fun learning. The classroom action research model used in this study emphasizes the importance of continuous reflection on the learning process to produce real improvement.

The scientific approach is expected to not only be able to improve students' academic scores, but also to develop critical thinking characters, curiosity, and good communication skills according to the demands of the 2013 Curriculum (Kemmis & McTaggart, 2014; Hosnan, 2014). Thus, this research method provides a strong scientific basis for the implementation of innovative and effective learning actions in elementary schools.

RESULTS

The results of this research are presented based on the implementation of learning actions using the Scientific Learning approach on the material of Faith in Allah and His Messenger in grade IV of SD Negeri Neuheun. The research was carried out in two cycles, where each cycle included four stages, namely planning, implementation of actions, observation, and reflection. The results obtained showed a significant increase in student learning outcomes, teacher activities, and student activity in the learning process. In general, the implementation of this classroom action research shows that the application of scientific approaches can increase students' active involvement in the learning process and have a positive impact on learning outcomes.

In the first cycle, the implementation of learning is carried out in accordance with the Learning Implementation Plan (RPP) which is designed using the stages of the Scientific Learning approach including observing, questioning, reasoning, trying, and communicating. The learning activity begins with the teacher showing pictures related to the activity of believing in Allah and His Messenger, such as praying, reading the Qur'an, and imitating the morals of the Prophet PBUH. At the question stage, the teacher provides stimulus in the form of open-ended questions such as "Why should we believe in Allah?" and "How can we imitate the Prophet in daily life?". Most students begin to actively answer and ask simple questions, although there are still some students who look passive and hesitant to speak in front of the class.

In the reasoning and trying stages, students are divided into small groups to discuss Qur'anic verses and hadiths related to faith. The teacher guides students in understanding the meaning of the verse and relates it to behaviors that reflect faith in daily life. Through this activity, students learn to think critically and conclude the meaning of faith in their own language. At the communication stage, each group presented the results of their discussion in front of the class. The results of observations in the first cycle show that most students are beginning to understand the material, but there are still some who have difficulty relating the concept of faith to concrete examples in their lives. In addition, teachers still look dominant in the learning process so that two-way interaction has not run optimally (Sani, 2019).

The results of observations of teacher activities in the first cycle showed an average score of 72% which was categorized as "good", while student activities obtained an average of 65% or the category of "quite active". This shows that learning has not fully gone as expected, especially in actively involving all students. Based on the results of the evaluation, the average score of student learning outcomes in the first cycle reached 70.5, with the number of students who reached the Minimum Completeness Criteria (KKM) of 65% or 13 out of 20 students. Based on the results of the reflection, the problems identified include the lack of time in the group discussion stage, the presence of passive students, and the need for more interesting visual media to make it easier for students to understand the meaning of faith.

Based on the results of this reflection, improvements were made in the second cycle. In the planning stage, the researcher and the collaborating teachers improved the lesson plan by adding more interactive and fun learning activities, such as faith-based educational games, short videos about the story of the Prophet, and simple simulation activities that illustrate faith behavior in daily life. Teachers are also directed to provide wider opportunities for students to ask questions and express opinions, as well as to use

varied question-and-answer methods to make the classroom atmosphere more lively (Hosnan, 2014).

The implementation of actions in cycle II showed a significant increase compared to the previous cycle. At the observation stage, students seemed more enthusiastic about paying attention to the videos and images presented. When entering the questioning stage, more students dare to ask questions spontaneously, such as "How can we imitate patience like the Prophet?" or "Is being honest also a sign of a believer?". This shows an increase in the aspects of curiosity and active participation of students. At the reasoning stage, students begin to be able to analyze examples of faith behavior in daily life, such as respecting parents, being honest in speaking, and not being jealous of friends.

The trying and communicating stage in cycle II is the most interesting part. Students perform role plays that describe the attitude of a believer in various situations, such as when facing exams, helping friends, or maintaining cleanliness. This activity makes learning more meaningful and fun. Students show increased confidence and the ability to work together in groups. Teachers also play more of a role as facilitators who guide and give feedback rather than being a single source of information. Teacher activity in cycle II increased to 90% (very good category), while student activity reached 88% (very active category).

The results of the evaluation of student learning outcomes in cycle II showed a significant increase. The average score of learning outcomes increased to 84.5, with the number of students who reached KKM (≥70) as many as 18 out of 20 students or 90%. This means that the completion target set in the study, which is at least 80% of students complete their studies, has been achieved. Based on observations and interviews with students, most stated that learning with a scientific approach makes it easier for them to understand the material because they can learn directly through observation, discussion, and real practice. Students also feel happier because learning is not monotonous and gives them the opportunity to interact and express their opinions (Mulyasa, 2018).

In addition to improving learning outcomes, this study also shows positive changes in students' attitudes and behaviors. Students become more disciplined, dare to ask questions, and respect the opinions of friends. This is in line with the main goal of the scientific approach in the 2013 Curriculum which not only emphasizes on cognitive aspects, but also on the development of social attitudes and skills (Permendikbud No. 22 of 2016). Teachers also experience increased ability to design creative and reflective learning. Through reflection activities after each cycle, teachers can evaluate the effectiveness of the strategies used and make adjustments for subsequent learning.

Based on the results of observation, tests, and reflections over two cycles, it can be concluded that the application of the Scientific Learning approach is consistently able to improve student learning outcomes in the material of Faith in Allah and His Messenger. This increase is not only evident in academic grades, but also in students' emotional and social involvement in the learning process. The scientific approach provides opportunities for students to think critically, interact actively, and understand spiritual values in a contextual way (Arikunto, 2015; Creswell, 2014). Thus, the results of this study strengthen the findings that the scientific approach is an effective learning strategy in developing students' potential holistically in elementary school. This approach not only improves learning outcomes quantitatively, but also fosters activeness, curiosity, and good communication skills. Through proper implementation, teachers can create an active, fun, and meaningful learning environment in accordance with the spirit of the 2013 Curriculum (Kemmis & McTaggart, 2014; Hosnan, 2014; Sani, 2019).

DISCUSSION

The results of the research that have been conducted show that the application of the Scientific Learning approach in the learning of Islamic Religious Education (PAI) on the material of Faith in Allah and His Messenger in grade IV of SD Negeri Neuheun has a

significant influence on improving student learning outcomes. This increase can be seen from the average score of student learning outcomes which increased from 70.5 in the first cycle to 84.5 in the second cycle, as well as the increase in student activity and participation in teaching and learning activities. This finding proves that learning with a scientific approach is able to encourage students to think critically, actively, and reflexively in understanding the concept of faith more deeply.

The Scientific Learning Approach is basically an implementation of the 2013 Curriculum which emphasizes student-centered learning with the steps of observing, questioning, reasoning, trying, and communicating (Ministry of Education and Culture, 2013). In the context of PAI learning, this approach provides an authentic and meaningful learning experience because students are invited not only to passively receive information, but also to explore the truth of faith values through a scientific and reflective process (Sani, 2019). The results of this study support the view of Hosnan (2014) who stated that the scientific approach provides opportunities for students to develop the potential for logical, critical, and creative thinking through planned and systematic learning experiences.

In the first cycle, learning with a scientific approach still shows several obstacles such as the lack of courage for students to express their opinions and the dominant role of teachers in learning activities. This is in line with research by Mulyasa (2018) who found that in the early stages of the implementation of Scientific Learning, teachers are often still the center of information because students are not used to discovery-based learning activities. However, through the habituation process, teachers who act as facilitators can encourage students to participate more actively.

The improvements made in cycle II brought better results. Teachers enrich learning activities with visual media such as videos, pictures, and role play activities, which have been proven to increase student enthusiasm. According to Arsyad (2017), the use of visual learning media can increase student attention, motivation, and learning retention. In this context, the media used helps students relate the concept of faith to real behavior in daily life. For example, students can understand the meaning of faith in Allah through prayer and honesty, as well as imitate the Prophet by exemplifying commendable morals such as patience and compassion. The active involvement of students in the learning process through observing and asking questions has been proven to improve critical thinking skills. This research is in line with the findings of Rahmawati (2020) who stated that questioning activities in a scientific approach are able to build higher order thinking skills, because students are invited to formulate questions based on observed phenomena. In reasoning and trying activities, students are given the opportunity to discuss and carry out practical activities that require problem-solving skills, so that learning becomes more meaningful (meaningful learning).

Communication activities provide a forum for students to convey opinions, discussion results, or conclusions orally or in writing. These skills are essential in building confident character and interpersonal communication skills. According to Sardiman (2018), the learning process that provides space for students to communicate can increase social interaction and strengthen concept understanding because there is a process of clarifying ideas between students. In this study, the activity was seen when students presented the results of a group discussion about the meaning of faith to the Prophet, where they were able to explain in their own words and relate it to daily behavior.

The success of learning with a scientific approach is also inseparable from the change in the role of teachers. Teachers are no longer the only source of information, but rather facilitators, motivators, and guides in the learning process (Arikunto, 2015). In this study, teachers play a role in helping students who have difficulty understanding concepts by providing trigger questions and contextual examples. Teachers also provide positive feedback on each student's efforts, so as to create a conducive and fun learning atmosphere. This is in accordance with Sanjaya's (2016) view that effective learning

requires the role of teachers to build a participatory classroom atmosphere, where students feel valued and motivated to learn better.

The results of the study also showed an increase in the affective and psychomotor aspects of students. Students become more disciplined, responsible, and exhibit better religious behavior after the application of a scientific approach. This proves that PAI learning with a scientific approach not only has an impact on cognitive aspects, but also shapes students' character in accordance with Islamic values (Majid & Andayani, 2015). For example, in a role play activity, students play the role of the Prophet's companion who helps his friend selflessly, and after the activity they realize the importance of imitating the Prophet's attitude in real life.

The significant increase in learning outcomes in cycle II also shows that the scientific approach is able to improve students' ability to think reflectively and analytically. This is in line with the theory of constructivism put forward by Piaget and developed by Vygotsky, where knowledge is actively constructed by learners through learning experiences and social interactions (Slavin, 2018). Thus, Scientific Learning-based PAI learning supports the principle that students are active subjects in the learning process, not passive recipients of information.

Academic results, scientific approaches also have a positive impact on learning motivation. Based on the results of the interviews, most of the students stated that learning became more fun because they could do learning activities directly and not just listen to the teacher's explanations. This reinforces the findings of Sardiman (2018) that students' intrinsic motivation increases when they are actively involved in learning processes relevant to daily life. Thus, the scientific approach contributes to the formation of meaningful and sustainable learning experiences. The results of this study support the theory and findings of previous research that scientific approaches are effective in improving learning outcomes and the quality of the learning process in elementary schools. This approach not only improves the cognitive aspect, but also fosters students' character values, social skills, and scientific curiosity (Hosnan, 2014; Mulyasa, 2018; Sani, 2019).

It can be concluded that the application of the Scientific Learning approach to the material of Faith in Allah and His Messenger in grade IV of SD Negeri Neuheun has been proven to be able to improve learning outcomes, student activities, and the quality of teacher-student interaction. This approach should continue to be developed in PAI learning and other subjects because it makes a great contribution to the formation of scientific attitudes, strengthening religious character, and improving the overall quality of learning. Teachers as facilitators need to continue to innovate in applying this approach by adjusting the learning context and characteristics of students so that the learning carried out is not only effective academically, but also spiritually and socially meaningful.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Scientific Learning approach to the learning of Islamic Religious Education (PAI) material Faith in Allah and His Messenger in grade IV of SD Negeri Neuheun has proven to be effective in improving student learning outcomes, activeness, and motivation. A scientific approach that involves observing, questioning, reasoning, trying, and communicating is able to encourage students to think critically, reflectively, and creatively, while fostering a strong scientific attitude and religious character. The role of teachers as facilitators and motivators also creates an interactive, fun, and meaningful learning atmosphere. Thus, Scientific Learning-based learning not only has a positive effect on the cognitive aspects of students, but also on the formation of spiritual and social attitudes that are in line with the goals of national education.

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