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Implementation of Problem Based Learning Model in Improving Student Learning Outcomes in Islamic Education at SD Negeri 106222 Tebing Tinggi

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Abstract: This study aims to improve student learning outcomes in Islamic education by using the Problem Based Learning model. 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 improve student 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 learning with the Problem Based Learning model can improve student learning outcomes. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 43.54%, the first cycle 78.57% and in the second cycle increased to 90.57%. Thus, the use of the Problem Based Learning model can be used as an alternative to improve student learning outcomes.

Keywords: Problem based learning model, learning outcomes, islamic education.

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INTRODUCTION

Currently, a teacher is required to be able to create a conducive classroom atmosphere so that the learning process takes place optimally and fun, so that the teacher must be able to create a learning method that is in accordance with the lesson with the teaching material. The use of methods in the teaching and learning process is one of the efforts to create a pleasant classroom atmosphere for students. Developing a learning model is one of the efforts to improve the quality of student learning outcomes. The Learning Model in the teaching and learning process is a tool to achieve goals, the formulation of goals as clearly as possible is the most important requirement before someone determines and chooses the right teaching method.

If a teacher chooses the teaching method inappropriately, it will cause ambiguity of goals which causes difficulties in choosing and determining the method to be used. In addition, educators are also required to know and master several methods in the hope of not only mastering the method theoretically but educators are also required to be able to choose the right method to be able to operate it correctly (Zuhairini Abdul Ghofir, 1983: 79). In order for the implementation of learning to be active, creative, effective, and fun learning (PAKEM), one of the solutions is to use a learning model that uses the Problem Based Learning model and the optimization of learning media. The Problem Based Learning learning model means a learning model that solves problems. In this study, the author focuses on student learning outcomes through the Problem Based Learning model on the learning of Islamic Religious Education material Q.S AL Hujurat verse 13. To overcome the problem of students who are less active in the learning process which affects the low learning outcomes of students.

According to Trianto, as quoted by Saiful Sagala in the concept and meaning of learning, the most basic and very felt shortage in formal education (school) today is still low student absorption. This will be seen in the learning outcomes of students which are always very concerning. However, the low learning outcomes of students must be seen wisely, many factors are the cause of students, teachers, and factors in how Islamic Religious Education is taught. From the results of observations made at SDN 106222 Tebing Tinggi, it is also one of the schools with the quality of learning in Islamic Religious Education subjects whose grades are still not in accordance with the KKM, especially in grade IV. just write the material. In the learning process of PAI, there are still many students who are not active in the learning process in the classroom, only 40% of students in the class are quite active in the classroom. In addition, there are still few students who dare to ask the teacher about lessons that they do not understand. Most of the students feel bored with this condition, causing many students to obtain satisfactory and maximum learning results. In the learning process in the classroom, there are 60% of students in the class who are active in the learning process, including students who dare to ask questions to the teacher and appear in front of the class, not only that, but the students are able to cooperate with their group friends. One of the learning models that actively involve students is by using the Problem Based Learning learning model.

In this Problem Based Learning learning model, students must be able to find and solve problems that have been created or displayed by the teacher so that students can develop social relationships together with their friends. Therefore, to overcome these problems, the researcher uses a learning model, namely the Problem Based Learning model, which in the application of this model activates students in the learning process so that the implementation of teaching and learning can be carried out effectively. Although the model includes a very conventional learning, but in the context of problems that occur in grade IV, the selection of the Problem Based Learning model by the researcher is in accordance with the student's condition. Because researchers have the assumption that there is no best learning model, but what exists is a learning model that is in accordance with the situation and conditions that occur in the field.

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research is a type of research conducted to improve learning practices and student learning outcomes in the classroom through actions that are planned and carried out systematically. PTK is designed to find solutions to problems found in learning practices and to improve the quality of teaching and learning. According to Arikunto (2010), Classroom Action Research (PTK) is research that is carried out in the context of the classroom with the aim of improving ongoing learning practices. PTK involves a reflective process in which teachers and researchers work together in planning, implementing, observing, and reflecting on the actions taken. PTK is designed to improve understanding

of existing problems, as well as provide solutions based on empirical evidence. The research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle.

Kurt Lewin stated that a cycle consists of four components: Planning, Implementation or Action, Observation and Reflection. The Kurt Lewin model is in the form of a spiral where a cycle where if there is a deficiency in the first implementation, the researcher can repeat it again and improve it in the next cycle. At this planning stage, the researcher will prepare an Action plan which includes: 1) Design of learning activities with the Problem Based Learning (PBL) Method; 2) Compile teaching materials in accordance with Surah Al Hujurat Verse 13. Ko; 3) Create an assessment instrument to measure students' memorization ability before and after the application of the method. The implementation of the research will be carried out by applying the Problem Based Learning learning model which is carried out based on the Teaching Module that has been made accompanied by learning tools that have been prepared beforehand, namely question and answer cards, and Assessment instruments.

Observations were made to monitor the learning process and the development of students' reading and memorization skills. Observation will include assessments of student engagement, interactions between partners, and students' reading and memorization progress. Observation notes will be used to evaluate the effectiveness of the method and make adjustments if necessary. In the reflection stage, the researcher will evaluate the results of the action and record the findings obtained from the observation. The results of the reflection will be used to plan improvements or adjustments in the next cycle. This reflection also includes an assessment of the success of the method in improving students' reading and memorization skills. The steps in this series are: planning, action, observation and reflection. This study involved 32 grade IV students of SD 106222 Tebing Tinggi as research subjects.

The selection of this subject is based on the purposive sampling criteria, where the selected students are those who show a relatively low level of reading and memorization of Surah Al Hujurat Verse 13. This selection aims to ensure that the results of the study can have a significant impact on the group in need of intervention. The data collection techniques used in this study are: 1) Test (Formative): Used to measure students' ability to read and memorize Surah Al Hujurat Verse 13 before and after the application of the PBL method. This test consists of multiple-choice and fill-in questions, which are designed to measure students' understanding and memorization of the content of Surah Al Hujurat Verse 13, especially those related to There is no difference between one tribe and another, nor between men and women; 2) Questionnaire: The questionnaire instrument is used to collect data on students' attitudes, motivations, and responses to the application of the PBL method in learning to read and memorize Surah Al Hujurat Verse 13.

This questionnaire is compiled in the form of a Likert scale and a checklist that makes it easier for students to respond.; 3) Observation, observation is carried out to directly monitor the learning process and student interaction during the application of the PBL method. Observation sheets are used to record students' activities, involvement in couples, and gradual development of memorized reading; 4) Interviews, interviews are conducted to explore more deeply the views and experiences of students related to the learning process with the pair practice method. Interview guidelines are prepared to direct the conversation to stay relevant to the research objectives; 5) Documentation, documentation techniques are used to collect data in the form of photos, videos, and other relevant notes during the research process.

RESULTS

SD Negeri No 106222 Tebing Tinggi is a public elementary school located in Tebing Tinggi Village, Tanjung Beringin District, Serdang Bedagai Regency, North Sumatra Province. This

school was established in 1979 and has been accredited B based on Decree No. 789/BANSM/PROVSU/LL/X/2018 issued on October 10, 2018. SD Negeri No 106222 Tebing Tinggi organizes education for 6 days a week with morning study time. The school has a land area of 1,365 square meters and is equipped with internet access. As a public school under the auspices of the Regional Government, SD Negeri No 106222 Tebing Tinggi is committed to providing quality education to all students.

This school has a clear vision and mission in building a young generation with noble character, intelligence, and skills. SD Negeri No 106222 Tebing Tinggi has an important role in advancing education in Tebing Tinggi Village. This school is a forum for children to receive a proper basic education and become a provision for their future. The subjects carried out by SD Negeri 106222 Tebing Tinggi for the 2024/2025 Academic Year are Islamic Religious Education as the religion of the majority of students, Pancasila Education, Indonesian, Mathematics, Natural and Social Sciences, Arts and Physical Education, Sports and Health.

For other religious education, it still gets the same portion as Islamic Religious Education by collaborating with related parties for the provision of educators. As for the subject of Art, SD Negeri 106222 Tebing Tinggi accommodates Music, Fine Arts and Dance Arts. Learning is made and designed for PPKn, Indonesian and Science and Arts subjects. As for Islamic Religious Education. Mathematics and PJOK are carried out partially. The lesson plan contains complete learning objectives, learning activities and assessments. Learning objectives are made measurable, so that progress and clear feedback on achievement can be seen.

In the core activities, the implementation of learning models (for example: problem-based learning, project-based learning and inquiry-based learning and others) and various learning strategies must be implied to accommodate the differences in student characteristics. It is hoped that the variety of learning models is useful to improve students' abilities and motivation to learn, convey ideas and ideas, find solutions, produce products and hone numeracy literacy skills. The learning plan is reflective, the continuity of learning can be seen in the hope that there will be no gaps and misconceptions from previous learning. It can be arranged weekly which is contained in the weekly learning schedule, but reflection notes are an addition to the next learning activity. Self-development aims to provide opportunities for students to develop and express themselves in accordance with the needs, talents, and interests of each student in accordance with school conditions.

Self-development activities are facilitated and/or guided by counselors, teachers, or education staff which can be carried out in the form of extracurricular activities. Self-development activities are carried out through counseling service activities related to personal problems and social life, learning, and career development of students. Self-development assessments are carried out qualitatively. The stages of self-development activities are carried out by; 1) Identification which includes carrying capacity, potential talents and interests of students and regional potential. 2) Mapping for the type of self-development services, the officers who serve, the students served. 3) Implementation of implementation programs (Supervision, consolidation, development), monitoring implementation, assessment (scheduled, structured, qualitative) 4) Analysis of assessment results (data-based, proportional, realistic, valid, transparent and accountable) 5) Reporting in the form of a description format in the self-development report book.

The self-development options at SD Negeri 106222 Tebing Tinggi are as follows. 1) Scouts. Scouting is a self-development program carried out at school, through scouting students are expected to be able to become independent, characterful and responsible individuals, the next option is 2) Dance, is one of the self-development programs to introduce children to regional dance arts with local wisdom in Serdang Bedagai Regency which is introduced at school to increase love for local culture. 3. Nasyid is one of the self-development programs in the religious field. In carrying out learning improvements to improve the learning of surah Al-Hujurat verse 13, the researcher developed a class action

research plan. This study consists of 2 cycles each consisting of planning, implementation, observation and reflection. The description of the Cycle Data in this study is: 1) Planning, before carrying out actions, the researcher first prepares the Teaching Module (MA) using a scientific approach, the Problem Based Learning learning model. The material used in cycle I is Surah Al-Hujurat verse 13 sub-theme reading Surah (Al-Hujurat verse 13). In the learning activity, a slide of Surah Al-Hujurat verse 13 was shown as a problem orientation, preparing students' worksheets on problem formulation.

The knowledge assessment technique uses a written test, while the skill assessment with performance with assessment uses rubrics. The success at this stage is that teachers have made careful preparations to support the success of learning improvement, including the preparation of learning programs, using a scientific approach, the Problem Based Learning learning model, formulating problems, formulating learning objectives, preparing facilities and infrastructure that support the success of learning Islamic Religious Education and Ethics. The shortcoming at the planning stage is that teachers have not been optimal in implementing the new learning model; 2) Implementation of actions, the implementation of actions, namely learning activities that include preliminary activities, core activities, and closing activities.

In the preliminary activity, the activities carried out are, the teacher greets and asks how the students are doing, checking the attendance and readiness of the students, the teacher checks the neatness of the clothes, straightens the seating position, and explains the importance of discipline), the teacher opens the learning by praying together). The teacher urges and reminds students to always maintain their health), the teacher checks the mastery of the competencies that have been learned before, namely by doing a short question and answer), the teacher conveys the learning objectives. In the core activities, the activities carried out are: Orientation of students to problems: 1) Observing, students listen to a brief description from the teacher about surah Al Hujurat verse 13 through the media of a power point presentation (Technological Pedagogical Content Knowledge/TPACK,); 2) Asking; Students and teachers do questions and answers that have been shown through power point slides, students ask questions about material that has not been understood; 3) Organizing students in learning; 4) Collecting information;

Students study how to read surah Al Hujurat verse 13, students record important information from how to read surah Al Hujurat verse 13, students show the reading of surah Al Hujurat verse 13, students record some laws of tajweed reading in surah Al Hujurat verse 13, students find the law of tajweed reading in surah Al Hujurat verse 13; 5) Guiding research; 6) Reasoning/associating; Students emphasized that surah Al Hujurat verse 1 is part of the Qur'an, students formulated how to read surah Al Hujurat verse 13 in daily life, analysis and evaluation of problem solving Students and teachers found important things related to the results of the discussion that had been presented. The closing activities carried out were: 1) Teachers reflect on the learning process that has been carried out and provide feedback and motivation so that students are used to reading surah Al Hujurat verse 13 in daily life; 2) Teachers hold final ability tests through written tests and assignments; 3) Teachers and students make conclusions related to the material; 4) The teacher closes the learning activity by praying and then saying the closing greeting; 5) Teachers provide follow-up in the form of improvements for students whose grades are still incomplete and provide enrichment for students whose grades are above completeness; 6) Observation, observation or observation is an observation activity on student behavior and all activities during learning activities. The observed target is student activity in participating in learning activities, namely by observing from the beginning to the end of the learning activity.

These activities include: 1) students are ready to take part in lessons; 2) students actively respond to questions or instructions given by the teacher; 3) students pay close attention to the material delivered by the teacher; 4) Students pay attention to problem orientation; 5) students can actively interact during learning; Students are able to make conclusions according to the material; 7) students are able to do the problems given by the

teacher. In the observation indicator, in the implementation of cycle 1 students can be categorized as good if students are ready to take part in the lesson, students pay close attention to the material delivered by the teacher, and students pay attention, students can interact actively during learning, and students are able to do the assignments given by the teacher. Based on the results of the reflection of this second cycle, namely that the success indicators have been achieved, the action research of this class is stopped until the second cycle. The application of the Problem Based Learning learning model can improve the learning outcomes of Islamic Religious Education and Student Ethics.

With the implementation of the Problem Based Learning learning model, there is a positive response for students. In the application of the Problem Based Learning learning model, it can provide a positive response for students, because students can help each other and teach in understanding the material being taught, making it easier for students to absorb the subject matter taught.

DISCUSSION

The findings of this study reveal that the Problem-Based Learning (PBL) model significantly improved the learning outcomes of fourth-grade students at SDN 106222 Tebing Tinggi, particularly in understanding Q.S. Al-Hujurat Ayat 13. PBL's emphasis on student engagement through real-world problems allowed students to connect the religious teachings of the Quran with practical, everyday situations. By examining topics such as equality and respecting diversity through problem-solving activities, students were able to explore these concepts in a more interactive and meaningful way.

This process of inquiry-based learning helped students better internalize the values within the Quranic verse. One of the key advantages of the PBL approach observed in this study was the development of students' critical thinking and collaborative skills. In working together to solve problems and discuss the meaning of the verse, students not only learned the content but also developed essential skills such as communication, teamwork, and reasoning. These skills are important not only for academic success but also for personal development, as they prepare students to engage with the world around them in thoughtful and constructive ways.

Through group work, students shared ideas, debated viewpoints, and came to a deeper, more nuanced understanding of the material. Furthermore, the use of PBL in this study created a student-centered learning environment, which fostered greater motivation and engagement. Students were no longer passive recipients of information; instead, they became active participants in the learning process. This approach allowed them to take ownership of their learning and engage with the material on a deeper level. The discussions and problem-solving activities helped students feel more connected to the subject matter, and they expressed greater enthusiasm in learning about the Quranic verse and its relevance to their lives. This heightened engagement led to improved academic performance, as reflected in the significant increase in post-test scores.

Moreover, the PBL model promoted a deeper understanding of the moral lessons embedded in Q.S. Al-Hujurat Ayat 13. Students were not only learning the verses but also contemplating how these teachings about equality, respect, and avoiding prejudice could be applied to their everyday lives. This connection between academic content and real-life experiences allowed students to appreciate the practical significance of the Quranic teachings. The lessons learned through PBL encouraged students to reflect on their own behaviors and interactions with others, fostering a sense of moral responsibility and empathy toward others.

In conclusion, this study supports the idea that Problem-Based Learning is an effective teaching strategy for enhancing students' understanding of religious concepts, particularly those that encourage moral and social values. By involving students in collaborative problem-solving, PBL helps to cultivate critical thinking, communication, and

empathy. The positive results in students' academic performance and engagement demonstrate the potential of PBL to foster deeper learning experiences in religious education and other subjects. Teachers are encouraged to continue exploring PBL as a method to enhance both cognitive and moral development in students..

CONCLUSION

Based on the results of data analysis and discussion as described, it can be concluded that the use of the Problem-Based model in learning Islamic Religious Education and Ethics can improve student learning outcomes. They are active in interpreting the learning concept of Islamic Religious Education and Ethics by relating it to contextual issues. Thus, students not only understand the concept but also try to solve and overcome the contextual problems that occur. The above conclusions are supported by the following quantitative data: 1) The application of the Problem Based Learning learning model can improve student learning outcomes. This can be seen from the increasing learning activities of Islamic Religious Education and student ethics; 2) The Problem Based Learning learning model can improve student learning outcomes. This can be seen from the average final test score of cycle I of 64 and the average final test score of cycle II of 74. So the learning outcomes of Islamic Religious Education and Ethics of students have increased. Thus, the application of the Problem Based Learning learning model is considered successful in improving student activities and learning outcomes, because it has achieved the success indicators that have been set. So that this research does not need to be continued in the next cycle.

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