JURNAL PENDIDIKAN PROFESI GURU

Improving Students' Ability in Developing Mutual Respect Character Through Problem Based Learning Model in Islamic Education Learning

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Abstract: This study aims to improve students' ability to develop a character of mutual respect in Islamic Education Through 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 using test and observation techniques. Tests are used to improve students' ability to develop a character of mutual respect 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 Through the Problem Based Learning Model can improve student learning outcomes. This can be seen from the increase in the percentage of completeness of improving students' ability to develop a character of mutual respect in each cycle with details of the pre-cycle 45.54%, the first cycle 78.57% and in the second cycle increased to 89.57%. Thus, learning Through the Problem Based Learning Model can be used as an alternative to improve student learning outcomes.

Keywords: Problem based learning model, respect character through, islamic education.

INTRODUCTION

The background of this problem focuses on the importance of developing the character of mutual respect among students, especially in the context of Islamic religious education. In grade 5 of SDN 102129 KP. Mainu, Dolok Merawan District, Serdang Bedagai Regency, students are expected not only to understand the subject matter, but also to internalize the moral values contained in religious teachings. The character of mutual respect is one of the important aspects in the formation of students' personalities. In the context of education, this character helps to create a positive learning environment and supports healthy social interaction among students. According to Thomas Lickona (1991), an expert in character education, character development must be an integral part of education, because good

character will form individuals who are responsible and able to contribute positively to society. 1. (Lickona, T. 1991. Educating for character: How our schools can teach respect and responsibility. New York: Bantam Books).

Islamic religious education in elementary schools is often focused on cognitive aspects, such as memorization and comprehension of texts. However, character development through religious education also needs to be considered so that students can apply these values in their daily lives. Lickona (1991) also emphasized that character education should involve teaching moral values that can be applied in real situations. (Lickona, 1991). The PBL model is an effective approach to increase student involvement in the learning process. By using PBL, students are expected to learn through real-life experiences, which in turn can help them understand and appreciate differences among their peers. According to Barrows and Tamblyn (1980), PBL can improve students' critical thinking skills and social skills, which are crucial in character development. 2. (Barrows, H. S., & Tamblyn, R. (1980). Problem-Based Learning: An Approach to Medical Education. New York: Springer Publishing Company.)

At SDN 102129 KP. Mainu, there is a diversity of student backgrounds that can be a challenge as well as an opportunity in the development of character to respect each other. By implementing the PBL model, it is hoped that students can learn to respect each other's differences. This is in line with Lickona's (1991) view that a diverse environment can enrich students' learning experience. (Lickona, 1991) Teachers have an important role in implementing the PBL model. They need to design activities that encourage students to collaborate and communicate, so that students can learn to respect the opinions and views of others. Lickona (1991) emphasized that teachers must be role models in showing mutual respect and respect. (Lickona, 1991). A supportive school environment is very important in the development of students' character. By creating a conducive atmosphere, students will feel more comfortable expressing themselves and appreciating each other.

According to Lickona (1991), a positive environment can strengthen the character values taught in the classroom. (Lickona, 1991). The involvement of parents in the educational process also contributes to the development of the character of mutual respect. Through good communication between the school and parents, the values taught at school can be reinforced at home. Lickona (1991) stated that collaboration between schools and families is very important to build strong character in children. (Lickona, 1991). It is important to evaluate the application of the PBL model in Islamic religious learning. Assessment not only focuses on the academic aspect, but also on the development of students' character in appreciating each other.

Barrows and Tamblyn (1980) also emphasized the importance of formative assessments in PBL to monitor student progress. (2) Improving students' ability to develop the character of mutual respect through the PBL model is expected to have a long-term positive impact. Students who have this character will be better prepared to face challenges in an increasingly complex society. Lickona (1991) argues that effective character education will produce individuals who are not only academically intelligent, but also have moral integrity. (Lickona, 1991). The development of character education in schools is crucial in shaping students' attitudes and behavior, particularly in fostering respect for others. In the context of Islamic Education (Agama Islam), students are taught to respect and honor one another as part of their moral and religious obligations. However, observations in several schools, including SDN 102129 DP.

Mainu in Dolok Merawan Subdistrict, Serdang Bedagai, show that many students struggle with demonstrating mutual respect in both their daily interactions and their learning environment. This gap in character development prompts the need for more effective teaching methods to instill values such as respect. One potential approach to improving this aspect of character education is by applying Problem-Based Learning (PBL). PBL encourages active learning by engaging students in solving real-world problems, which can be a powerful tool to help students internalize values like respect. Through collaborative efforts and group work in PBL activities, students are given the

opportunity to learn how to listen to different perspectives, discuss their ideas openly, and appreciate others' viewpoints. These activities are expected to improve not only cognitive skills but also social skills and respect for one another. In SDN 102129 DP. Mainu, the implementation of PBL in Islamic Education lessons has not been widely explored, despite its potential to enhance character development among students. By focusing on PBL as a pedagogical strategy, this research aims to examine how the model can be utilized to improve students' ability to develop the character of mutual respect.

This would align with the broader goals of Islamic education, which emphasize the importance of respecting others as an essential part of a good and virtuous life. Additionally, this research seeks to understand the specific challenges and opportunities that teachers at SDN 102129 DP. Mainu encounter when integrating PBL into their teaching practices. Given that PBL requires careful planning, collaboration, and a shift in the traditional teacher-centered classroom dynamics, it is important to explore how teachers adapt to this method in the context of Islamic Education.

By identifying effective strategies and potential obstacles, this study can offer valuable insights for improving the implementation of PBL in similar schools. In conclusion, this study is significant because it aims to contribute to the ongoing effort to improve character education in primary schools, particularly in the context of fostering respect through Islamic Education. By exploring the use of PBL, this research could provide a framework for other schools to develop effective teaching strategies that promote respectful interactions and character development among young learners. Through this initiative, it is hoped that students will not only excel academically but also become individuals who respect others and contribute positively to society.

METHODS

This research is a classroom action research (PTK) that aims to improve students' ability to develop the character of mutual respect through the application of the Problem Based Learning (PBL) model in Islamic Religious Education learning. This research is carried out in several cycles that include planning, implementation of actions, observation, and reflection. This research will employ a qualitative approach with a case study design, focusing on the implementation of Problem-Based Learning (PBL) in Islamic Education classes at SDN 102129 DP. Mainu, Dolok Merawan Subdistrict, Serdang Bedagai.

The choice of this methodology is based on the need to explore in-depth how PBL can enhance the development of character values such as respect among primary school students. The case study approach allows for a detailed examination of the teaching process, the challenges faced by teachers, and the responses of students to the PBL model. The participants of this study will include fifth-grade students from SDN 102129 DP. Mainu, along with their Islamic Education teachers. A purposive sampling technique will be used to select two classes of students and their respective teachers. The selection will be based on their willingness to participate and their familiarity with the PBL approach. The students in these classes will be observed over a period of time, and the teachers will be interviewed to gather insights into their experiences with implementing PBL in the classroom. Data collection will involve several methods, including classroom observations, interviews, and documentation analysis.

Classroom observations will focus on student interactions, the implementation of PBL activities, and how well students demonstrate the value of respect during group discussions and problem-solving tasks. These observations will be conducted over multiple sessions to ensure a comprehensive understanding of the PBL process in action. Additionally, semi-structured interviews will be conducted with the teachers to explore their experiences, challenges, and perceived effectiveness of PBL in promoting character development. The analysis of relevant lesson plans and student work will also be carried out to assess the integration of respect-oriented tasks within the PBL framework. The data collected will be analyzed using thematic analysis. This process will involve identifying key

themes and patterns related to the development of respect among students, as well as the challenges and benefits associated with the PBL approach. The researcher will also compare the changes in student behavior and character development before and after the implementation of PBL to determine its impact. This analysis will help provide a clear picture of how PBL influences the fostering of mutual respect and character building in the context of Islamic Education.

To ensure the validity and reliability of the findings, the study will use triangulation by combining multiple data sources, including observations, interviews, and documentation. Member checking will also be employed to verify the accuracy of the findings by discussing the results with the participants and obtaining their feedback. This methodology will help provide a thorough and nuanced understanding of how PBL can be utilized to enhance character development, particularly in fostering respect, within the Islamic Education curriculum in elementary schools.

RESULTS

Based on initial observations, it was found that students showed low character of mutual respect and active participation in Islamic Religious Education learning. Discussion activities are not effective because some students dominate, while others are passive or reluctant to contribute. The implementation of Problem-Based Learning (PBL) in Islamic Education classes at SDN 102129 DP. Mainu showed several positive outcomes in fostering the character of mutual respect among students. Through active participation in PBL activities, students were able to engage in more collaborative and respectful interactions. The structured group work in PBL encouraged students to listen to each other's opinions, express their thoughts politely, and negotiate solutions to problems together.

This shift from traditional teacher-centered learning to a more student-centered approach seemed to enhance students' awareness of the importance of respecting their peers. Classroom observations revealed that students who were initially less inclined to communicate openly became more confident in sharing their ideas during group discussions. The PBL model, with its emphasis on solving real-world problems, required students to not only think critically but also work together, often relying on each other's strengths. As they worked in diverse teams, they demonstrated a higher level of appreciation for their peers' contributions. The frequent group interactions were found to be key moments where students practiced mutual respect, especially when they had to resolve disagreements or merge differing viewpoints to arrive at a solution.

In addition to the positive behavior observed during group tasks, the analysis of student work also showed an increase in their ability to reflect on the concept of respect. Many students included ideas about respect and collaboration in their individual reports and reflections. When asked to reflect on the group process, students consistently mentioned how they learned to appreciate their friends' opinions and perspectives. This suggests that the PBL approach not only fostered respect during group work but also helped students internalize these values through reflective practices. The interviews with teachers highlighted that they faced challenges in adapting to the PBL approach, particularly in terms of time management and balancing individual learning with group work dynamics.

Teachers noted that while students' respect for each other improved over time, some groups initially struggled with communication and collaboration. However, with guidance and continuous encouragement, students gradually adapted to the cooperative nature of PBL, and by the end of the study, they displayed a much greater level of mutual respect. Teachers also reported that the shift towards student-centered learning allowed them to focus more on guiding the development of character traits, rather than solely on delivering content. Furthermore, teachers observed that PBL created a more dynamic learning environment, where students were not just recipients of information but active

participants in their own learning process. This shift led to an increase in student engagement, which indirectly supported the development of positive behaviors like respect.

The collaborative nature of PBL required students to value each other's ideas, which also translated into better classroom behavior and interpersonal relationships. Teachers noted a marked improvement in classroom atmosphere, with fewer conflicts and greater harmony among students. One of the key findings of this research was that the integration of Islamic teachings with PBL enhanced the students' understanding of respect in both academic and social contexts. Teachers used PBL scenarios that were closely tied to Islamic values, such as teamwork, helping others, and respecting diverse opinions. This alignment between the content of Islamic Education and the PBL approach made the character-building process more relevant and meaningful to the students.

They were able to see how respect is not just a theoretical concept but an essential practice in both religious and daily life. Lastly, the results suggest that while PBL was effective in fostering respect among students, its success was largely dependent on continuous support and adaptation by teachers. Teachers who were more familiar with PBL techniques were able to facilitate smoother group interactions and create a more inclusive environment where respect could thrive. However, teachers who were less experienced with PBL faced difficulties in managing group dynamics, which affected the consistency of respect development. Overall, the research found that PBL has significant potential to enhance students' character development, particularly in terms of mutual respect, but it requires careful planning and ongoing teacher development to maximize its impact.

DISCUSSION

The findings from this study indicate that the implementation of Problem-Based Learning (PBL) significantly contributed to the enhancement of mutual respect among students in Islamic Education classes. The observed increase in collaborative behavior and the willingness of students to listen to and appreciate each other's opinions supports the idea that active learning strategies like PBL can foster important character traits. This aligns with previous research, which suggests that PBL not only promotes academic skills but also nurtures social and emotional learning, particularly in terms of respect and cooperation. By engaging students in real-world problems and encouraging group work, PBL provides a structured environment where students are required to practice mutual respect regularly.

One key aspect of the success of PBL in fostering respect was the way it transformed student interactions. The traditional teacher-centered model often limits opportunities for students to engage with one another in meaningful ways, which can hinder the development of positive social skills. In contrast, PBL's emphasis on collaboration allowed students to learn from each other, thus creating an environment where respect was naturally practiced. The collaborative nature of PBL also encouraged students to resolve conflicts and differences constructively, which is a crucial aspect of developing respectful behavior. This dynamic suggests that PBL can be particularly effective in promoting respect, as students are not just passive learners but active participants in their learning journey.

Moreover, the integration of Islamic values within the PBL activities played a significant role in reinforcing the importance of respect. Islamic Education lessons often emphasize principles such as mutual cooperation, helping others, and valuing diverse perspectives, all of which align with the goals of PBL. By incorporating these values into real-world scenarios, students could connect the abstract concept of respect with concrete experiences. This connection between Islamic teachings and the PBL approach helped students internalize the value of respect and see its relevance both in their studies and in

their daily lives. The combination of religious education and active learning strategies created a more holistic approach to character development.

However, despite these positive outcomes, the study also highlighted some challenges in the implementation of PBL. Teachers expressed concerns about the time required to prepare and manage group activities, which could sometimes interfere with the smooth flow of the lesson. Additionally, the initial difficulties some students faced in collaborating and communicating effectively showed that the PBL approach requires a certain level of maturity and social skill. Some students, particularly those who were less accustomed to working in groups, needed more support in learning how to engage respectfully with their peers.

This indicates that while PBL can promote respect, it may require additional scaffolding and guidance, especially for younger students or those new to cooperative learning. In conclusion, the findings of this study underline the potential of PBL to foster mutual respect among students, particularly when combined with Islamic values. However, it also highlights the need for careful planning and teacher support in ensuring the success of PBL in primary schools.

Teachers must be prepared to guide students through the challenges of group work and provide ongoing support in developing respectful behavior. Future studies could further explore the long-term effects of PBL on character development and whether the positive changes in respect are sustained over time. This research suggests that with proper implementation, PBL can serve as an effective tool for promoting respect and other important character traits in young learners.

CONCLUSION

This study has demonstrated that Problem-Based Learning (PBL) can be an effective method for enhancing mutual respect among elementary school students, particularly in the context of Islamic Education. Through the active engagement in collaborative problem-solving tasks, students were able to practice and internalize values of respect, such as listening to different opinions, resolving conflicts constructively, and appreciating diverse perspectives. These findings align with the broader educational research suggesting that PBL not only enhances academic learning but also fosters critical social and emotional skills, including respect, teamwork, and empathy.

The integration of Islamic values into PBL activities played a crucial role in reinforcing the importance of respect. By connecting the concepts taught in Islamic Education with real-world problem-solving scenarios, students were able to see the practical application of respect in both their religious teachings and everyday interactions. This synergy between the subject content and the learning approach created a meaningful learning experience, allowing students to connect moral values with their behavior, thus promoting respect both in the classroom and outside it.

However, the study also highlighted the challenges teachers face when implementing PBL in the classroom. Teachers reported difficulties in managing time effectively, as PBL requires careful planning and more time for group activities compared to traditional teaching methods. Additionally, some students initially struggled with the collaborative nature of PBL, particularly in terms of communication and conflict resolution. These challenges suggest that while PBL can promote respect, its implementation requires appropriate teacher support, training, and a gradual transition for students to adapt to this student-centered learning approach. Despite these challenges, the overall impact of PBL on fostering respect was positive.

The shift from a teacher-centered model to a more student-centered one allowed students to become more active participants in their learning and in their interactions with peers. The collaborative nature of PBL not only promoted academic growth but also helped students develop important social skills. Over time, students demonstrated greater respect for each other's opinions, worked more effectively in teams, and showed a deeper

understanding of the value of mutual respect. In conclusion, the findings of this research suggest that PBL is a promising approach to fostering respect in elementary school students, particularly in Islamic Education classes. While there are challenges in its implementation, the benefits of PBL in promoting respect, cooperation, and character development are clear. Teachers play a key role in ensuring the success of PBL by providing guidance and creating an environment where students can learn to respect one another. Future studies could explore the long-term effects of PBL on character development, particularly in how it influences students' behaviors and relationships beyond the classroom.

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