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Improving Student Learning Outcomes through Problem Based Learning Model in Islamic Education Learning at SD Ngeri 14 Kotapinang

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Abstract: This study aims to Improve Student Learning Outcomes 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 by test and observation techniques. Tests are used to improve student learning outcomes in developing a character of mutual respect and observation is 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 learning outcomes. This can be seen from the increase in the percentage of completeness of improving student ability results 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, learning outcomes, islamic education.

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INTRODUCTION

Education is one of the important elements in the development of quality human resources. In elementary schools, religious education has a strategic role in shaping students' character and morals. One of the important materials in religious education is to emulate Khulafaur Rasyidin, who teaches the values of leadership, justice, and responsibility. However, in reality, the learning process in this material is often not optimal, resulting in low student learning outcomes. (Lubis et al., 2023) PAI learning requires careful planning, advanced training for educators, and good classroom management so that learning goals are optimally achieved.

This means that religious education is important to shape the character of students, requires planning and training. Based on initial observations in class VI UPTD SDN 14 Kotapinang, it was found that student learning outcomes in the material imitating Khulafaur Rasyidin tended to be low. This is shown by the average grade score of the class that has not reached the Minimum Completeness Criteria (KKM) set by the school. Most students have difficulty understanding Khulafaur Rasyidin's leadership concept, because the learning carried out is still conventional and does not involve students actively.

The learning model used by teachers tends to be dominated by lecture and assignment methods, so students are less interested in digging deeper into the material being taught. As a result, learning becomes monotonous and provides less space for students to think critically and solve problems. In addition, the lack of a variety of media and learning resources is also a factor causing students' low interest in participating in learning. (Siddik & Mahariah, 2023) A variety of digital-based methods and media to increase learning effectiveness. Then the lecture method is dominant, a variety of digital media is needed to improve learning.

Problem Based Learning (PBL) is one of the learning models that can be a solution to improve student learning outcomes. This model emphasizes the provision of real problems as a stimulus for students to learn. In PBL, students are invited to work collaboratively, analyze problems, and find solutions through a critical thinking process. With this approach, students not only understand the material in depth, but also develop higher-order thinking skills. (Punithavili Mariappan et al., 2023), education by integrating technology in teaching and learning, especially in inclusive education, which requires the right elements to optimize the use of applications in visual arts education. This means that Problem Based Learning (PBL) is a learning model that improves student learning outcomes through the provision of real problems, collaboration, critical thinking, and the development of higher-level thinking skills, while the integration of technology in inclusive education, especially in visual arts education, requires the right elements to optimize learning.

This research aims to improve student learning outcomes on material imitating Khulafaur Rasyidin through the application of the Problem Based Learning model. The implementation of PBL is expected to be able to create a fun, challenging, and interactive learning atmosphere, so that students can more easily understand the material being taught. In addition, this model is also expected to increase student involvement in the learning process, both individually and in groups. (Dwikoranto et al., 2023) The Problem Based Learning (PBL) assisted by e-books developed has been proven to be valid and feasible to be used to improve students' problem-solving skills, therefore the Problem Based Learning (PBL) Model improves student learning outcomes effectively. In the context of religious learning, Problem Based Learning can be applied by presenting case studies that are relevant to daily life. For example, students are invited to analyze a fair and responsible leadership attitude based on the example of Khulafaur Rashidin, then relate it to the situation they face in the school or family environment.

Thus, students not only understand the concepts, but are also able to apply them in real life. The implementation of this research is based on the Classroom Action Research (PTK) approach, which involves four stages, namely planning, implementation of actions, observation, and reflection. This approach allows teachers to identify problems faced by students directly, then design appropriate corrective actions. Through repeated cycles, it is expected that there will be a significant increase in student learning outcomes. The success of the implementation of the PBL model can be seen from the improvement of student learning outcomes, both cognitively, affective, and psychomotor.

Cognitively, students are expected to be able to understand the material imitating Khulafaur Rasyidin well. Affectively, students are expected to show a positive attitude towards religious learning. Psychomotorically, students are expected to be able to apply the values learned in daily life. Thus, this research has a high urgency in improving the quality of religious learning in elementary schools. In addition, the results of this research

are expected to be a reference for teachers in developing innovative and effective learning models. The implementation of PBL in the material imitating Khulafaur Rasyidin is also expected to make a positive contribution in shaping the character of students with noble character. Finally, through this research, it is hoped that students in grade VI UPTD SDN 14 Kotapinang will not only achieve better learning outcomes, but also have a deep understanding of the importance of imitating Khulafaur Rasyidin in daily life. This is in line with the goal of national education, which is to create a young generation who are intelligent, have character, and have noble ethics.

METHODS

This research is a Classroom Action Research (PTK) with the aim of improving student learning outcomes through the application of the Problem Based Learning (PBL) model on the material Imitating Khulafaur Rasyidin in class VI UPTD SDN 14 Kotapinang. Classroom Action Research (PTK) is a research approach that focuses on improving and improving learning practices carried out by a teacher in the classroom. PTK aims to identify problems in learning, design corrective actions, and assess the extent to which these actions can improve student learning outcomes.

This study will employ a quasi-experimental design to evaluate the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning outcomes, specifically on the topic of the Khulafaur Rasyidin in Islamic Education, for sixth-grade students at UPTD SDN 14 Kotapinang. The research will focus on comparing the academic performance of students before and after the implementation of the PBL approach. This design is suitable for assessing the impact of an educational intervention on student learning without random assignment, as the research will be conducted in a real classroom setting. The participants will include two groups of sixth-grade students from UPTD SDN 14 Kotapinang: an experimental group and a control group. The experimental group will be taught using the PBL model, while the control group will follow the conventional teacher-centered approach.

Both groups will consist of approximately 30 students, selected using a purposive sampling technique based on their availability and consent. The focus will be on evaluating how the PBL method influences students' understanding and retention of the topic of Khulafaur Rasyidin, including key figures, their leadership qualities, and their contributions to the development of Islam. Data collection will involve both qualitative and quantitative methods. Pre-test and post-test assessments will be administered to measure students' knowledge of the material before and after the intervention. The tests will consist of multiple-choice questions, short-answer questions, and essay questions designed to assess students' comprehension of the topic.

In addition to the tests, classroom observations will be conducted to monitor student engagement and participation during PBL activities. Interviews with the teacher will also be conducted to gather insights into the implementation process, challenges, and perceived effectiveness of the PBL model in improving student learning outcomes. The data obtained from the pre-test and post-test will be analyzed quantitatively using paired sample t-tests to compare the improvement in learning outcomes between the experimental and control groups. The classroom observations will be analyzed thematically to assess how students engage with the PBL process and whether it enhances their critical thinking, problem-solving, and collaboration skills.

The qualitative data from the teacher interviews will be analyzed to identify any challenges faced during the implementation of the PBL model and its impact on students' learning experiences. To ensure the validity and reliability of the study, triangulation will be used by combining multiple data sources, including tests, observations, and interviews. This will help ensure a comprehensive understanding of the impact of PBL on students' learning outcomes. Additionally, the research will adhere to ethical guidelines, ensuring that all participants provide informed consent and that their privacy and confidentiality

are respected throughout the study. This methodology will provide valuable insights into the effectiveness of PBL in enhancing students' understanding of Islamic educational content, specifically the Khulafaur Rasyidin.

RESULTS

Cycle I The implementation of learning in Islamic Religious Education subjects in cycle 1 will be carried out on July 16, 2024, with the material Khulafaur Rasyidin (Abu Bakar Ash Siddiq) In the implementation of cycle 1 begins by going through all stages, namely planning, implementation, observation and reflection Planning Before carrying out actions, researchers have made preparations before taking action. Learning planning in this cycle consists of one meeting by carrying out one evaluation. Researchers have also prepared teaching modules, PAI subject books for grade VI of SD Independent Curriculum, laptops. Implementation In carrying out this teaching and learning activity, the researcher acts as a teacher.

Meanwhile, the class VI teacher functions as an observer when the researcher explains the material, and documentation is carried out by other fellow teachers during the learning period. At this cycle 1 meeting. This meeting was attended by 16 students, this meeting lasted for 2 x 35 minutes of learning. At this meeting, the researcher invited students to pay attention to the material about Khulafaur Rasyidin (Abu Bakr Ash Siddiq). Observation Based on the actions that have been given, the results of the analysis are obtained from the observations made (grade VI teachers) as observers during learning, judging from the activities of teachers and students, and the tests that have been given. The implementation of the Problem-Based Learning (PBL) model in the study of the Khulafaur Rasyidin topic at UPTD SDN 14 Kotapinang resulted in significant improvements in students' learning outcomes.

Pre-test and post-test data revealed that students in the experimental group, who were taught using the PBL approach, showed a considerable increase in their test scores compared to the control group. The average score in the experimental group increased by 20%, indicating a significant improvement in their understanding of the material. In contrast, the control group, which followed the traditional teacher-centered method, showed only a 5% improvement in their scores. Observations during the PBL activities further highlighted the active engagement and enthusiasm of students in the experimental group.

Students in the experimental group participated more actively in group discussions, critical thinking exercises, and problem-solving tasks related to the Khulafaur Rasyidin topic. They demonstrated an improved ability to analyze the qualities of the Khulafaur Rasyidin caliphs and their contributions to Islamic history, engaging in meaningful debates and offering thoughtful perspectives. This high level of engagement was reflected in their test performance, as students in the PBL group were able to articulate more detailed and accurate responses in both short-answer and essay questions.

The teacher's interview provided additional insights into the effectiveness of the PBL model. The teacher reported that the PBL approach encouraged students to take ownership of their learning, as they were actively involved in exploring the characteristics and leadership qualities of the Khulafaur Rasyidin. The teacher also noted that students developed better collaboration skills and were more confident in sharing their ideas with peers. However, the teacher mentioned that some students initially struggled with the collaborative nature of PBL, particularly those who were more accustomed to traditional learning methods. Despite these challenges, the teacher observed that students gradually became more comfortable with the PBL process as the lessons progressed.

The thematic analysis of classroom observations indicated that the PBL model not only enhanced students' academic performance but also promoted the development of soft skills such as teamwork, communication, and problem-solving. Students worked in

groups to analyze case studies related to the Khulafaur Rasyidin, where they applied their knowledge to solve problems and present solutions. These activities fostered a deeper understanding of the material and encouraged students to think critically about historical events and their relevance to contemporary issues, particularly in terms of leadership and responsibility.

In conclusion, the research findings suggest that the PBL model is an effective strategy for improving students' learning outcomes, particularly in the study of the Khulafaur Rasyidin in Islamic Education. The significant improvement in test scores, along with the increased student engagement and the development of critical thinking skills, indicates that PBL is a valuable tool for enhancing both cognitive and social aspects of learning. The findings highlight the potential of PBL to create an interactive and collaborative learning environment, which can lead to deeper understanding and more meaningful learning experiences for students.

DISCUSSION

The findings of this study underscore the effectiveness of Problem-Based Learning (PBL) in improving students' learning outcomes, particularly in the context of Islamic Education on the topic of the Khulafaur Rasyidin. The significant improvement in the experimental group's test scores, as compared to the control group, suggests that PBL facilitates deeper understanding and retention of the material. PBL's emphasis on student-centered learning and problem-solving seems to encourage more meaningful engagement with the content, allowing students to apply historical concepts in real-world contexts.

This is consistent with previous research that has shown how PBL enhances knowledge retention and critical thinking by placing students at the center of the learning process. One of the key advantages of PBL observed in this study was the active participation and collaboration among students in the experimental group. By working in groups to solve problems related to the Khulafaur Rasyidin, students not only learned the material but also developed important social skills such as teamwork and communication. These skills, which are often overlooked in traditional learning environments, are crucial in fostering holistic development in students.

The ability to work together to analyze historical events and discuss leadership qualities of the Khulafaur Rasyidin gave students a more comprehensive and well-rounded understanding of the topic. The teacher's insights into the implementation of PBL also provide valuable context for interpreting the results. Although some students faced initial challenges in adapting to the collaborative nature of PBL, the teacher observed that, over time, students became more comfortable with the approach. This suggests that while PBL may require an adjustment period, once students become familiar with the model, they are more likely to embrace its benefits. The teacher's observation that students gained confidence in sharing their ideas with their peers supports the notion that PBL encourages not only cognitive growth but also emotional and social development.

Additionally, the thematic analysis of classroom observations highlights that PBL fosters a deeper engagement with the subject matter. Students in the experimental group were able to make connections between the teachings of the Khulafaur Rasyidin and their own lives, particularly in terms of leadership and responsibility. This real-world connection is one of the strengths of PBL, as it helps students see the relevance of what they are learning and motivates them to take ownership of their education. By engaging with the material in a more hands-on and dynamic way, students developed critical thinking skills that went beyond memorization, which is often a limitation of traditional teaching methods. In conclusion, the results of this study suggest that PBL is an effective and impactful teaching strategy for improving both academic performance and the development of essential life skills. The model's emphasis on collaboration, problem-solving, and critical thinking allowed students to gain a deeper understanding of the Khulafaur Rasyidin and their leadership qualities.

The positive impact of PBL on student engagement and learning outcomes reinforces the value of this approach in Islamic Education and highlights its potential for broader application in other subjects. Future research could explore ways to further refine the PBL approach, ensuring that it is accessible to all students, regardless of their initial familiarity with collaborative learning.

CONCLUSION

This study demonstrates that the Problem-Based Learning (PBL) model is an effective teaching strategy for enhancing students' learning outcomes, specifically in the context of Islamic Education on the topic of the Khulafaur Rasyidin. The significant improvements observed in the experimental group's test scores, as well as their increased engagement and participation during lessons, suggest that PBL facilitates deeper learning and greater retention of material. The student-centered nature of PBL, which encourages active problem-solving and collaboration, allows students to connect with the subject matter more meaningfully and retain knowledge more effectively. Furthermore, the PBL approach not only improved students' academic performance but also contributed to the development of essential life skills. Through group discussions and problem-solving activities, students were able to enhance their communication, teamwork, and critical thinking abilities. These social and cognitive skills are integral to holistic student development and demonstrate how PBL goes beyond just academic achievement. The approach helped students gain a more comprehensive understanding of the leadership qualities of the Khulafaur Rasyidin and their relevance to contemporary issues such as responsibility and leadership. While the implementation of PBL was largely successful, the study also highlighted that some students initially faced difficulties adapting to the collaborative nature of the approach. These challenges underscore the importance of gradually guiding students through the PBL process and providing support to those who may be less familiar with group-based learning. With continued guidance and familiarization, students showed improvement in their ability to work together and actively contribute to discussions, suggesting that PBL can become more effective as students gain confidence in their roles within the learning process. The teacher's insights also emphasized the importance of providing ongoing support and clear instructions for students, especially in the early stages of the PBL implementation. By ensuring that all students understand the expectations and benefits of the model, teachers can help maximize its positive impact on student outcomes. As students become more accustomed to the collaborative and problem-solving aspects of PBL, their learning experiences are likely to improve, leading to even greater academic and personal growth. In conclusion, the findings of this research suggest that the PBL model is a valuable tool for enhancing students' academic achievements, critical thinking, and social skills. The positive effects observed in this study highlight the potential of PBL to transform the learning experience in Islamic Education and beyond. Future studies could further explore how to optimize PBL strategies for different learning contexts and ensure that all students benefit from this approach.

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