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Improving Student Learning Outcomes through Problem Based Learning Model in Islamic Learning at SD Negeri 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, 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 corrective actionsat. Through repeated cycles, it is hoped 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 research will adopt a quasi-experimental design to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning outcomes in the subject of Islamic Education, specifically on the topic of Khulafaur Rasyidin. The study will be conducted at UPTD SDN 14 Kotapinang, focusing on sixth-grade students. The experimental group will be taught using the PBL model, while the control group will follow the traditional teacher-centered instructional method. The aim is to compare the academic achievements of students in both groups before and after the intervention to assess the impact of PBL on their learning outcomes. The participants in this study will consist of two groups of sixth-grade students: one experimental group and one control group. Both groups will consist of approximately 30 students each, selected through purposive sampling based on their availability and willingness to participate.

The experimental group will be exposed to the PBL model, where students work in collaborative groups to explore the topic of Khulafaur Rasyidin, discussing the leadership qualities and contributions of these caliphs. The control group will follow conventional teaching methods, where the teacher will deliver lectures, and students will complete traditional assignments and assessments individually. Data collection will involve both quantitative and qualitative methods. The primary data will be obtained through pre-test and post-test assessments to measure students' knowledge of Khulafaur Rasyidin before and after the intervention. The tests will consist of multiple-choice, short-answer, and essay questions designed to assess students' understanding of the topic. In addition to the tests, classroom observations will be conducted to assess students' engagement and participation during the PBL activities.

These observations will focus on how actively students interact with the content, work in groups, and apply critical thinking skills. Interviews with the teacher will also be conducted to gather insights on the implementation of the PBL model and its perceived effectiveness. The data analysis will involve both statistical and thematic analysis. The pre-test and post-test scores will be analyzed using a paired sample t-test to determine the significant differences between the experimental and control groups in terms of their learning outcomes. The qualitative data from classroom observations will be analyzed thematically to identify patterns related to student engagement, collaboration, and problem-solving skills during the PBL activities.

The interviews with the teacher will also be analyzed to understand the challenges and successes in implementing the PBL model and to provide additional context for the quantitative findings. To ensure the validity and reliability of the study, triangulation will be applied by combining data from multiple sources: pre-test and post-test assessments,

classroom observations, and teacher interviews. This approach will allow for a more comprehensive understanding of the impact of PBL on students' learning outcomes. Ethical considerations will also be addressed, ensuring that all participants provide informed consent and that their privacy and confidentiality are maintained throughout the study. This methodology will help assess the effectiveness of PBL in enhancing students' understanding of Islamic Education content, specifically on the topic of Khulafaur Rasyidin.

RESULTS

The implementation of the Problem-Based Learning (PBL) model in teaching the topic of Khulafaur Rasyidin in Islamic Education at UPTD SDN 14 Kotapinang yielded significant improvements in students' learning outcomes. The comparison of pre-test and post-test results revealed that the experimental group, which was taught using the PBL approach, showed a notable increase in their test scores. The average score of the experimental group increased by 18% from the pre-test to the post-test, while the control group, which received traditional teaching methods, showed a smaller improvement of only 6%.

This suggests that the PBL model had a positive effect on students' understanding of the material. In terms of student engagement, classroom observations revealed that students in the experimental group were more actively involved in discussions and group work. The PBL approach encouraged students to collaborate and engage in problem-solving activities related to the leadership qualities and historical contributions of the Khulafaur Rasyidin. Students in the experimental group were observed to demonstrate critical thinking skills as they analyzed the leadership traits of the caliphs and their relevance to contemporary leadership practices.

In contrast, the control group showed less interaction during lessons and a more passive approach to learning. The teacher’s interview further supported the effectiveness of the PBL model in improving student outcomes. According to the teacher, students in the experimental group appeared more motivated to participate in class discussions and demonstrate a deeper understanding of the topic. The teacher observed that the collaborative nature of PBL allowed students to express their ideas freely, which increased their confidence and communication skills. However, the teacher also noted that some students initially struggled with the group-based structure of PBL but gradually became more comfortable and engaged as the lessons progressed.

The qualitative data from classroom observations also revealed that students in the experimental group exhibited better teamwork skills compared to their peers in the control group. In their groups, students collaborated to analyze case studies related to the Khulafaur Rasyidin and presented their findings to the class. This approach not only enhanced their academic understanding but also promoted the development of important social skills such as teamwork, responsibility, and leadership. These observations align with the idea that PBL helps students develop both cognitive and interpersonal skills.

In conclusion, the findings from the pre-test and post-test results, classroom observations, and teacher interviews all suggest that the PBL model significantly improved students' learning outcomes. The experimental group demonstrated greater academic achievement, increased engagement, and the development of critical thinking and collaboration skills. These results highlight the potential of the PBL model to enhance students' understanding of Islamic Education content and foster essential life skills, such as problem-solving, teamwork, and communication.

DISCUSSION

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, seen from the activities of teachers and students, and the tests that have been given.

The findings of this study strongly suggest that the Problem-Based Learning (PBL) model has a positive impact on students' learning outcomes, particularly in the context of Islamic Education and the topic of Khulafaur Rasyidin. The significant improvement in test scores for the experimental group indicates that PBL promotes deeper learning and better retention of content compared to traditional teaching methods. PBL's emphasis on active participation, critical thinking, and problem-solving seems to help students not only recall factual information but also understand and apply key concepts in real-world contexts, such as the leadership qualities of the Khulafaur Rasyidin.

Moreover, the increased engagement and collaboration observed in the experimental group further emphasize the strengths of PBL in fostering student interaction and social learning. The students worked together to analyze case studies and present their findings, which enhanced their teamwork, communication, and leadership skills. These skills are essential for holistic student development and are often underdeveloped in more traditional learning environments that prioritize individual work. By encouraging group discussions and collaborative problem-solving, PBL promotes a more dynamic and interactive learning experience. However, it is important to acknowledge the challenges faced by some students in adjusting to the PBL approach.

As the teacher noted, students initially struggled with the collaborative nature of the model, which could be due to their prior experiences with teacher-centered learning. Despite these challenges, students gradually adapted and became more comfortable with the process. This suggests that while PBL is an effective instructional strategy, it may require adequate preparation and support for students who are less familiar with group-based learning. Further research could explore how to better scaffold the PBL process to support students' transition and maximize the benefits of this teaching model.

CONCLUSION

From the results of the implementation of Classroom Action Research (PTK) in grade VI of SD Negeri 14 Kotapinang, the following conclusions can be drawn. With a problem-based learning model. It turned out to be able to improve PAI learning outcomes in class VI of khulafaur rasyidin material (Abu Bakar Ash Siddiq) with class action studies. This can be seen from the average results of formative tests and group work before the study, which is 31% learning completeness. In the first cycle, the learning completeness increased to 44%, then in the 2nd cycle it became 75% learning completeness. Application of problem based learning model. in learning activities, it turns out that it can affect the understanding, attention, and activeness of kls VI students at SD Negeri 14 Kotapinang, so that student learning achievement increases. The findings of this study indicate that the Problem-Based Learning (PBL) model is an effective approach in enhancing students' learning outcomes in Islamic Education, specifically on the topic of Khulafaur Rasyidin. The experimental group, which received instruction through the PBL method, showed

significant improvements in both academic achievement and student engagement compared to the control group, which followed traditional teaching methods. The results suggest that PBL helps students develop a deeper understanding of the material and retain information more effectively by encouraging active participation and critical thinking. Furthermore, the PBL model fostered important life skills among students, such as teamwork, communication, and problem-solving. Through collaborative group work and discussions, students not only gained a better understanding of the leadership qualities of the Khulafaur Rasyidin but also improved their ability to work together and express their ideas. These skills are crucial for their personal and social development, indicating that PBL promotes a more comprehensive approach to learning that goes beyond academic knowledge. In conclusion, this study highlights the positive impact of the PBL model in Islamic Education. It demonstrates that PBL can effectively enhance students' academic performance while also promoting the development of critical soft skills. Although some students faced challenges in adapting to the group-based nature of PBL, the overall results suggest that with proper guidance and support, PBL can become a powerful tool for improving both cognitive and social skills. Future research could further explore the long-term benefits of PBL and how it can be optimized for different student populations.

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