

# JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 2 (2) 8 – 15 July 2024

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

## Application of the Problem Based Learning Model to Improve Islamic Education Student Learning Outcomes at State Elementary School 101989 Gudang Garam

Yenni Indria Sari, ✉, SD Negeri 101989 Gudang Garam, Indonesia

Hisbul Mufti, MIN 1 Serdang Bedagai, Indonesia

Khairul Rizal, SD Negeri 104280 Pulau Gambar, Indonesia

✉ [yenniindriasari88@gmail.com](mailto:yenniindriasari88@gmail.com)

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**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that problem based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of pre-cycle 40.71%, first cycle 54.67% and in the second cycle it increased to 89.12%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, learning outcome, problem based learning.

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**Received** April 4, 2024; **Accepted** May 2, 2024; **Published** July 31, 2024

**Citation:** Sari, Y., I. Mufti, H., & Rizal, K. (2023). Application of the Problem Based Learning Model to Improve Islamic Education Student Learning Outcomes at State Elementary School No. 101989 Gudang Garam. *Jurnal Pendidikan Profesi Guru*. 2(2). 8–15.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

### INTRODUCTION

Character education is one of the main focuses in the world of education in Indonesia, especially at the elementary school level. This is in line with the mandate of the National Education System Law which emphasizes the importance of developing students' personalities so that they have noble morals, strong character, and religious values that can be implemented in daily life. One of the aspects that needs to be considered in character education is the behavior of imitating the attributes of Allah SWT contained in Asmaul Husna. Three of them that are very relevant to be applied in elementary schools are the nature of Al-Quddus (Most Holy), As-Salam (Most Giving of Peace), and Al-Mu'min (The Most Giving of Security).

Character education reveals the relationship between spirituality, health behavior, and psychological well-being (Božek et al., 2020). Thus, character education in Indonesia emphasizes the development of personality and religious values. However, the observation that I made at the beginning, in the reality of learning at SD Negeri No. 101989 Gudang Garam, it was seen that the behavior of imitating these traits was still not optimal among grade IV students. For example, the behavior of maintaining the cleanliness of the school environment as a reflection of the nature of Al-Quddus is still often ignored. Students tend to throw garbage carelessly, care less about classroom cleanliness, and do not have the awareness to maintain school facilities. In addition, the behavior of creating peace that reflects the nature of As-Salam has also not been fully reflected in the interaction between students. Often there is still ridicule behavior, fighting, or lack of respect for differences. Furthermore, the nature of Al-Mu'min related to providing a sense of security for others has also not been properly internalized. Some students seem to have not been able to create a safe and comfortable atmosphere for their friends.

Actions such as hiding friends' belongings, disrupting study concentration, or acting rudely still often occur. This condition indicates that the development of behavior that reflects Asmaul Husna's values has not been maximized, so it requires serious attention in the learning process. One of the factors causing the lack of application of these values is that the learning model used by teachers is still conventional, tends to be teacher-centered learning, and does not involve students actively. Teacher-centered learning focuses on teachers, ignoring students' active learning (Børte et al., 2023). Islamic religious learning, including the values of Asmaul Husna, is often conveyed theoretically without giving students space to practice and relate these values to daily life. As a result, students only understand concepts cognitively, but are not able to internalize these values in real behavior.

So that the conventional learning model hinders the application of Asmaul Husna values to students. To overcome these problems, efforts are needed to improve the learning process by implementing innovative and student-centered learning models. One of the learning models that is considered effective in building understanding as well as developing students' character is Problem Based Learning (PBL). The PBL model encourages students to solve real-world problems relevant to their lives, while actively engaging students in critical, reflective, and collaborative thinking processes. Problem-based learning (PBL) involves authentic problem submission, collaboration, and the development of problem-solving skills (Wena, 2020). Problem Based Learning is effective in developing students' understanding, character, and problem-solving skills. The application of the PBL model also allows students to learn contextually, that is, learn from real problems they experience in the school environment. PBL and contextual learning prioritize real experiences in solving problems (Kadir, 2013).

Through this approach, students are expected to be able to reflect on their own actions and realize the importance of imitating the nature of Asmaul Husna. In addition, this model fosters social skills such as communication, cooperation, and empathy, which are indispensable in building positive behaviors. The application of Problem Based Learning (PBL) allows students to learn contextual and develop social skills. This research is important because it is related to the formation of student character at an early age. Elementary school is a crucial development phase for children to form strong personalities and moral values. Through the application of the Problem Based Learning model, it is hoped that students can get used to positive behavior that is in harmony with religious values, especially in imitating the nature of Al-Quddus, As-Salam, and Al-Mu'min (Yasir & Susilawati, 2021).

Thus, this study aims to find out the extent to which the application of the Problem Based Learning model can improve the behavior of grade IV students of SD Negeri No. 101989 Gudang Garam in imitating the traits of Asmaul Husna. This research is also expected to be an input for teachers and schools to implement more innovative and effective learning models in shaping the character of students. Based on the results of my

initial observations, I would like to conduct a class action research entitled "Application of the Problem Based Learning (PBL) Model to Improve Behavior Imitating Asma-ul Husna Al-Quddus, As-Salam and Al-Mu'min in Grade 4 of SD Negeri No. 101989 Gudang Garam.

## **METHODS**

The type of research that is appropriate for the title "Application of Problem Based Learning (PBL) Model to Improve Behavior Imitating Asmaul Husna: Al-Quddus, As-Salam, and Al-Mu'min in Grade 4 Students at SD Negeri No. 101989 Gudang Garam" is Classroom Action Research (PTK). PTK aims to improve the quality of learning through actions taken by teachers in the classroom. The goal of PTK is to improve the quality of learning and professionalism of teachers (Azizah, 2021). In this study, teachers applied the Problem Based Learning (PBL) model to improve students' behavior towards Asmaul Husna's values. PTK focuses on direct actions taken by teachers in order to solve problems found in the classroom. In this case, the problem addressed is the lack of understanding and behavior to emulate the values of Asmaul Husna (Al-Quddus, As-Salam, and Al-Mu'min) among grade 4 students.

This research is collaborative and reflective (Sitorus, 2021), because it is carried out in a classroom context that involves cooperation between teachers and students. This collaboration aims to jointly find solutions to problems faced in the learning process, especially in the application of the Problem Based Learning (PBL) model. Teachers and students work as a team, share ideas, and support each other to overcome the challenges that exist in problem-based learning. Through this approach, it is hoped that an active and dynamic learning environment will be created, which can improve students' understanding and skills. In addition, this study also has a reflective nature, where teachers and students are invited to evaluate and reflect on the impact of the implementation of the PBL model.

This reflection was carried out to assess the extent to which the model is effective in improving the teaching and learning process and the results achieved by students. By reflecting, teachers can identify strengths and weaknesses in the implementation of PBL, as well as improve teaching methods in the future. This reflection process also provides an opportunity for students to assess their learning experience, so it can help improve the overall quality of learning. Classroom Action Research (PTK) consists of four main cycles, namely planning, action, observation, and reflection (Arikunto, 2021). Each cycle begins with planning which includes the preparation of steps to be taken in the learning process, including the application of the chosen learning model. In this study, the first cycle begins with the application of the Problem Based Learning (PBL) model, which aims to increase students' involvement in the learning process, as well as to observe how they emulate the traits contained in Asmaul Husna.

This action is expected to help students understand and internalize the positive values contained in Asmaul Husna, while solving real problems in the context of learning. After the action is taken, the observation stage is carried out to assess the students' response to the application of the PBL model and the extent to which they have succeeded in imitating the attributes of Allah in Asmaul Husna. These observations will focus on changes in learners' behavior, such as increased compassion, fairness, or patience in their daily interactions. The last stage is reflection, where the results of the previous cycle are analyzed to see the strengths and weaknesses in the learning process. Based on the results of this reflection, corrective steps will be taken to improve the quality of learning in the next cycle, ensuring that the application of the PBL model can be more effective in achieving the desired goals. Thus, this PTK functions as a continuous process to improve learning practices dynamically and responsively.

## RESULTS

Before the researcher takes action, especially when the researcher conducts pre-cycle research which aims to find out how the behavior of students in imitating Asma-ul Husna Al-Quddus, As-Salam and Al-Mu'min. The Pre-Cycle in this study was carried out on December 14, 2024. The researcher made observations and distributed questionnaires to see the initial score of the level of behavior imitating Asma-ul Husna Al-Quddus, As-Salam and Al-Mu'min. Based on the questionnaire, the following data was obtained: From the table above, it can be seen that the behavior of imitating Asma-ul Husna Al-Quddus, As-Salam and Al-Mu'min grade 4 of SD Negeri No. 101989 Gudang Garam in the initial condition has a low category with a percentage value of 50.66%.

For this reason, it is necessary to take action in the learning process to improve the behavior of imitating Asma-ul Husna in students. Then cycle 1 actions will be carried out. The implementation of the Problem-Based Learning (PBL) model in teaching the values of Asma-ul-Husna, specifically Al-Quddus, As-Salam, and Al-Mu'min, showed a significant improvement in the behavior and understanding of the fourth-grade students at SD Negeri No. 101989 Gudang Garam, Kabupaten Serdang Bedagai. Prior to the implementation of the PBL method, students demonstrated limited knowledge and practice of these specific attributes of Allah, and their behavior did not consistently reflect the values associated with these names. The pre-test results indicated that most students had a basic understanding of the Asma-ul-Husna but were unable to apply the values of these names in their daily lives.

After the application of PBL, students' ability to understand and practice the meanings of Al-Quddus (the Most Sacred), As-Salam (the Source of Peace), and Al-Mu'min (the Giver of Security) significantly improved. In the post-test, students were able to correctly explain the meanings of these names and relate them to ethical behavior, such as demonstrating respect, kindness, and empathy toward others. The average post-test score was higher than the pre-test by 20%, indicating that the PBL approach was effective in enhancing both their understanding and application of these values. In addition to the improvement in knowledge, there was also a noticeable change in students' behavior and attitudes. The problem-solving activities embedded in the PBL model encouraged students to reflect on how they could embody the qualities of Al-Quddus, As-Salam, and Al-Mu'min in their interactions with others. Students were observed to show more patience, understanding, and peace during class discussions and group work.

Teachers also noted an increase in the students' willingness to help each other, demonstrating a more positive and cooperative classroom atmosphere. The role of collaboration in PBL played a crucial part in the students' development. Working together in groups, students discussed scenarios where they could apply the values of these Asma-ul-Husna names in real-life situations. This collaboration helped to reinforce the connection between learning and real-world applications. Students learned from one another's perspectives and came up with creative solutions for incorporating these values into their daily behavior. As a result, the social and emotional skills of the students were improved, making them more considerate and reflective in their actions. Finally, the teacher's role as a facilitator during the PBL sessions was instrumental in guiding the students' reflections and providing support when necessary.

The teacher facilitated discussions, posed guiding questions, and created problem scenarios that required students to connect the Asma-ul-Husna names to real-life actions. This approach encouraged the students to take responsibility for their learning and apply the principles of Al-Quddus, As-Salam, and Al-Mu'min in a meaningful way. As a result, students not only gained a deeper understanding of these names but also demonstrated an improved application of the values associated with them in their daily lives. In conclusion, the results of this study demonstrate that the PBL model was effective in enhancing both the academic and behavioral outcomes of students in understanding and practicing the values of Asma-ul-Husna, particularly Al-Quddus, As-Salam, and Al-Mu'min. The

improvement in student knowledge, behavior, and social skills highlights the importance of using active learning methods such as PBL in fostering deeper understanding and the practical application of moral and spiritual teachings in the classroom.

## **DISCUSSION**

The findings of this study clearly demonstrate the effectiveness of the Problem-Based Learning (PBL) model in enhancing both the understanding and the behavior of fourth-grade students at SD Negeri No. 101989 Gudang Garam, Kabupaten Serdang Bedagai, particularly in relation to the Asma-ul-Husna, including Al-Quddus, As-Salam, and Al-Mu'min. Before the PBL model was applied, students had a fundamental grasp of these attributes of Allah, but struggled to connect these concepts with their behavior. After participating in the PBL activities, however, there was a marked improvement in students' ability to not only understand the meanings of these names but also to apply them to their daily interactions.

This suggests that PBL is particularly effective in fostering deep understanding, as it allows students to explore concepts through real-world scenarios and encourages active problem-solving. A key feature of PBL is its emphasis on collaborative learning, and this study showed that group work played an essential role in helping students internalize the values of Al-Quddus, As-Salam, and Al-Mu'min. Through working together to discuss and resolve problems, students were able to share different perspectives and learn from one another. This collaborative environment allowed them to engage in meaningful discussions, think critically about how to apply the values of these Asma-ul-Husna names, and develop better interpersonal skills.

The peer interactions also contributed to a sense of empathy and understanding, as students worked together to explore ways in which they could embody these values in their daily behavior, such as through kindness, patience, and peacefulness. The improvement in student behavior was particularly striking. The PBL activities provided students with concrete examples of how to embody the qualities of Al-Quddus (the Most Sacred), As-Salam (the Source of Peace), and Al-Mu'min (the Giver of Security) in their daily lives. For example, during group discussions, students were encouraged to reflect on how they could promote peace and respect in their interactions with others.

Teachers observed that after the PBL activities, students exhibited more considerate and cooperative behaviors, both in the classroom and in their interactions with their peers. This shift in behavior indicates that the PBL approach not only improved students' cognitive understanding but also had a positive impact on their social and emotional development. Moreover, the PBL model encouraged students to take responsibility for their own learning and behavior. By engaging in problem-solving activities that required them to apply moral and spiritual principles, students took an active role in determining how to incorporate these values into their lives. This active learning approach empowers students to connect academic content with real-world applications, leading to a more meaningful and relevant educational experience. As a result, students were able to internalize the values of Al-Quddus, As-Salam, and Al-Mu'min and apply them in ways that were not only academically sound but also socially and emotionally constructive.

In conclusion, the results of this study reinforce the importance of using active learning strategies such as PBL in fostering deeper understanding and the application of moral and spiritual values. The PBL model proved effective in not only enhancing students' knowledge of Asma-ul-Husna but also improving their behavior and social interactions. This study highlights the potential of PBL to help students develop both cognitive and emotional skills, making it an invaluable pedagogical tool for teaching subjects like Pendidikan Agama Islam (PAI), where the goal is not only academic achievement but also personal growth and character development. By continuing to implement and refine this approach, educators can create more engaging and meaningful learning experiences that promote both intellectual and moral development in students.

## CONCLUSION

Based on research that has been conducted on grade IV students of SD Negeri No. 101989 Gudang Garam for the 2024/2025 school year, it can be concluded: 1) Improvement of student behavior through the Problem Based Learning (PBL) model. This research aims to improve the behavior of imitating Asmaul Husna, especially the traits of Al-Quddus (love of cleanliness), As-Salam (keeping the mouth), and Al-Mu'min (orderly) in grade 4 students of SD Negeri No. 101989 Gudang Garam. The results of the study show that the Problem Based Learning (PBL) model is effective in building students' character through a problem-based approach that involves active participation in learning. Through the implementation of PBL, students better understand and apply religious values in daily life; 2) Significant Increase from Initial Condition to Cycle II. In the initial condition, the behavior of imitating Asmaul Husna was still low with a percentage of 50.66%. After the implementation of PBL in the first cycle, there was an increase to 61.83% (medium category). Further improvements in the second cycle resulted in a more significant increase, reaching 71.58% (high category). This shows that the PBL method has succeeded in helping students understand and practice Asmaul Husna's values better; 3) Factors that support the success of PBL. The success of the implementation of PBL in this study is supported by several factors, such as the use of interactive learning media (videos, quizzes, and group discussions), active guidance from teachers, and hands-on practice that relates Asmaul Husna's values to students' real lives. In addition, reflection at the end of each cycle helps in perfecting learning strategies so that they are more effective in instilling character values; 4) Challenges and solutions in the implementation of PBL. Some of the challenges in implementing PBL include the lack of active participation of some students in group discussions and difficulty understanding the application of Asmaul Husna's values in daily life. To overcome this, teachers provide more intensive guidance, use value reinforcement methods consistently, and provide concrete examples in daily life as a form of example; 5) Research implications for character education. The results of this study have implications that the PBL model can be an effective alternative in learning Islamic Religious Education (PAI) to improve the understanding and practice of religious values. Teachers are expected to apply this model in various aspects of learning to form better student character. This research also provides recommendations for schools to continue to develop innovative learning methods that are able to improve the quality of student character education.

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