JURNAL PENDIDIKAN PROFESI GURU

Application of the Problem Based Learning Model in Islamic Religious Education to Increase Student Learning Activities at SD Negeri 02 Ulumahuam

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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 40.91%, first cycle 54.67% and in the second cycle it increased to 90.12%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, problem based learning

INTRODUCTION

Islamic religious education (PAI) has an important role in shaping the character, morals, and ethics of students at the elementary school level. Through this subject, students are expected not only to understand the theoretical aspects of religious teachings, but also to be able to apply these values in daily life (Arends, 2012). However, in practice, student learning activities in PAI subjects in class V UPTD SD Negeri 02 Ulumahuam still tend to be low. This can be seen from the lack of active participation of students in class discussions, the lack of students' ability to solve problems related to religious materials, and the low enthusiasm of students when participating in learning (Sugiyono, 2015).

One of the factors that causes low student learning activities is the use of conventional learning methods. Teachers use more lecture and assignment methods, so

students tend to be passive and only wait for instructions from the teacher (Trianto, 2010). An effective learning model is expected to increase the active involvement of students in the teaching and learning process. Problem Based Learning (PBL) is one of the learning models that focuses on solving problems as the first step in acquiring and integrating new knowledge (Hmelo-Silver, 2004). This model encourages students to. actively participate in identifying, analyzing, and finding solutions to a problem relevant to the material studied. The application of the PBL model to PAI subjects can be an effective alternative to increasing student learning activities.

Through this model, students not only receive information passively, but are also encouraged to think critically, work together in groups, and dare to express opinions (Rusman, 2013). Thus, it is hoped that there will be a significant increase in student learning activities. In addition, the implementation of PBL is also in line with the demands of the 2013 Curriculum which emphasizes the importance of critical, creative, and collaborative thinking skills in the learning process (Ministry of Education and Culture, 2013). This curriculum emphasizes the importance of learning based on student activities in solving real problems faced in daily life. However, the application of PBL in PAI subjects is still rarely carried out in elementary schools, especially in UPTD SD Negeri 02 Ulumahuam. Many teachers find it difficult to design and implement this model due to limited knowledge and skills related to PBL methods (Arends, 2012).

Therefore, this study is important to evaluate the effectiveness of the application of the PBL model in improving student learning activities in grade V. This research is expected to make a significant contribution to the development of more effective learning methods in elementary schools. In addition, the results of this research are expected to be a reference for PAI teachers in designing more innovative learning strategies that are in accordance with student needs. Arikunto, S. (2010) Based on this background, this study will focus on the application of the Problem Based Learning model in improving student learning activities in Islamic Religious Education subjects in class V UPTD SD Negeri 02 Ulumahuam. Thus, this research is expected to provide practical solutions for teachers in improving the quality of PAI learning in elementary schools.

METHODS

This research uses the Classroom Action Research (PTK) approach. Classroom Action Research (PTK) is a research method carried out in the classroom with the aim of improving the quality of learning and overcoming problems that arise in the learning process. PTK is a continuous process that involves interaction between researchers, teachers, and students in an effort to find solutions to existing problems. PTK involves systematic steps that include planning, implementation, observation, and reflection. In the planning stage, researchers and teachers work together to formulate the problem to be researched, design the action steps to be taken, and prepare a data collection plan.

The implementation stage involves the implementation of planned actions in the classroom by involving students. In the observation stage, the researcher collected data on student learning outcomes, students' responses to the actions taken, and factors that affect the learning process. The data can be collected through observation, interviews, and the use of assessment instruments. After that, the data is analyzed and evaluated to see the extent to which the actions taken have been successful and effective. The reflection stage is an important stage in PTK, where researchers and teachers reflect on the results of actions that have been taken, identify the successes and obstacles encountered, and formulate the necessary improvement steps. This reflection is the basis for designing the next action so that the learning process is more qualitative.

PTK has several characteristics that distinguish it from other types of research. First, PTK is carried out in a real classroom context, so that the findings and research results can be applied directly in the learning process. Second, PTK involves interaction between researchers, teachers, and students as research subjects, so it involves the active

participation of all parties involved. Third, PTK aims to improve the quality of learning and provide practical benefits for teachers and students. This study applied the Problem Based Learning (PBL) model in the subject of Islamic Religious Education (PAI) to improve the learning activity of fifth-grade students at UPTD.SD Negeri 02 Ulumahuam. The research employed a qualitative approach, using a classroom action research design. The primary goal was to enhance students' engagement and participation in the learning process by using problem-solving techniques that encourage critical thinking and collaboration.

The PBL model was implemented in two cycles, each consisting of planning, action, observation, and reflection. In the first cycle, the teacher introduced PBL by presenting a real-life problem related to the material being taught in PAI. Students were divided into small groups and asked to collaboratively discuss and explore potential solutions to the problem. Throughout the cycle, students worked together to find answers and discuss the implications of the lessons learned. The teacher facilitated the process by guiding the discussions and providing support, ensuring that all students participated actively and remained focused on the task. The second cycle followed a similar process, but with modifications based on the observations and reflections from the first cycle. For example, the teacher emphasized more on group interactions and used more varied problem scenarios to encourage deeper engagement.

Throughout both cycles, observations were made regarding student participation, engagement, and understanding. These observations were recorded and analyzed to assess the effectiveness of the PBL approach in fostering active learning. Data collection was carried out through various means, including direct observation during the class sessions, field notes, and feedback from students. Student involvement and the quality of their participation in discussions were specifically monitored. Pre-tests and post-tests were also conducted to assess changes in students' understanding and the overall impact of the PBL model on their learning outcomes. The test results were compared to evaluate the effectiveness of the model in improving academic performance.

The data analysis focused on identifying patterns in student behavior, engagement, and academic performance. Descriptive statistics were used to analyze pre-test and post-test scores, while qualitative analysis was applied to field notes and observations to understand the changes in student activity levels. Based on these analyses, the study concluded whether the PBL model was successful in increasing student engagement and participation in Islamic Religious Education lessons.

RESULTS

This research was carried out in class V of UPTD SD Negeri 02 Ulumahuam with 10 research subjects, consisting of 3 male students and 7 female students. The research aims to improve student learning activities through the application of the Problem Based Learning (PBL) model on Islamic Religious Education materials with the theme of human beings as caliphs. The research process is carried out in two cycles, with each cycle covering the stages of planning, implementation, observation, and reflection. Data was collected through observation sheets, student questionnaires, teacher interviews, and student learning assessment results. This research also involves quantitative and qualitative data analysis to evaluate the effectiveness of the implementation of the PBL model.

The implementation of the Problem-Based Learning (PBL) model in the Islamic Religious Education (PAI) subject at UPTD.SD Negeri 02 Ulumahuam showed notable improvements in student engagement and participation. Initially, students were observed to be relatively passive in class discussions, relying heavily on the teacher's guidance. However, after the introduction of PBL, students demonstrated a marked increase in their willingness to engage in problem-solving activities and group discussions. They became more proactive in exploring real-life issues related to the topics being studied, particularly

when they were tasked with solving problems that connected religious teachings to practical situations.

In the first cycle, students participated in group activities where they were presented with a problem related to the concepts of Islamic teachings. The problem prompted students to collaborate with one another and share their ideas, which helped them learn to communicate more effectively. During the group discussions, students were actively involved in brainstorming solutions, critically analyzing different perspectives, and discussing the values and teachings that applied to the problem at hand. Observations during this phase revealed an increase in student enthusiasm, as they were no longer passive recipients of information but became active participants in the learning process. The post-cycle evaluation showed that students were able to recall and explain Islamic concepts with greater clarity, compared to their performance before the implementation of PBL.

The use of real-world problems enabled students to contextualize the material and understand its relevance in their daily lives. Furthermore, students' problem-solving skills improved as they learned to work collaboratively and apply critical thinking in discussing religious issues. These improvements were evident in the students' ability to answer questions and provide more detailed explanations during class discussions. One of the significant findings from the research was the increased interaction between students during group work. They exhibited greater cooperation and shared responsibilities when solving problems, and this collaboration fostered a more supportive and interactive learning environment. Students began to rely on one another for ideas and solutions, which also enhanced their teamwork skills. This shift was especially noticeable among students who had previously struggled with participating in group activities, as they now felt more confident and comfortable in voicing their opinions.

In the second cycle, modifications were made based on feedback from the first cycle. The teacher introduced more complex problems, allowing students to explore deeper aspects of the Islamic teachings related to their studies. This adjustment aimed to challenge the students further and encourage them to apply their knowledge in more sophisticated ways. Students showed noticeable improvements in their ability to handle more challenging tasks. Their problem-solving approaches became more organized, and they were able to draw upon prior knowledge more effectively when discussing new problems. Furthermore, the post-test results from the second cycle indicated a significant increase in students' understanding of the material.

The average test scores improved markedly, with students demonstrating a better grasp of key Islamic concepts, particularly those related to the teachings in the Quran and Hadith. This improvement highlighted the effectiveness of the PBL model in enhancing students' academic performance. The PBL approach helped students not only memorize religious concepts but also develop a deeper understanding of their meanings and applications. Students' engagement with the material was also reflected in their enthusiasm during class. Several students expressed that they enjoyed the PBL approach more than traditional teaching methods. They appreciated the opportunity to work in groups and engage with real-life problems, which made the lessons feel more practical and meaningful. Students also reported that the method helped them understand complex Islamic teachings in a simpler and more relatable way.

This positive feedback reinforced the value of PBL in making religious education more accessible and interesting for students. In terms of teacher feedback, the PBL model allowed the teacher to observe a shift in student behavior. The teacher noted that students who were usually quiet and hesitant to participate became more vocal during discussions. Additionally, students showed an increased sense of responsibility for their learning, as they worked collaboratively to find solutions to the problems presented. This sense of ownership over their learning was a crucial factor in the overall success of the PBL implementation. The effectiveness of the PBL model was also reflected in the students' ability to work independently and critically.

The method encouraged students to think beyond surface-level understanding and to explore deeper meanings behind the teachings of Islam. They began to ask more thought-provoking questions and engaged in reflective discussions about how the lessons applied to their own lives. This shift in cognitive engagement highlighted the role of PBL in fostering a more profound and lasting understanding of religious education. Overall, the results from this study indicate that the Problem-Based Learning model significantly contributed to an increase in student engagement, participation, and understanding in Islamic Religious Education lessons. The improvements in both academic performance and active participation confirm that PBL is an effective strategy for enhancing student learning outcomes. The method not only helped students grasp key Islamic concepts but also encouraged them to apply their knowledge to real-world situations, promoting both intellectual and personal growth. In conclusion, the study demonstrates the potential of the Problem-Based Learning model to foster a more interactive, engaging, and meaningful learning experience for students.

The positive outcomes observed in terms of student engagement, academic performance, and collaborative learning suggest that PBL is a valuable tool for improving education in Islamic Religious studies. As a result, PBL could be integrated into more classrooms to support a student-centered learning environment that nurtures critical thinking, problem-solving, and teamwork skills among students.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Religious Education (PAI) at SDN 02 Ulumahuam significantly enhanced the students' participation and engagement in the learning process. Initially, students showed some hesitation, especially those who were not accustomed to active learning methods. However, as the cycles progressed, it became evident that the problem-solving approach allowed students to better understand and relate the material to their personal experiences.

This change highlights the effectiveness of PBL in transforming traditional learning environments into more interactive and engaging spaces. One key finding from this study was the improvement in critical thinking and problem-solving abilities among students. Throughout the PBL process, students were not simply passive recipients of information; instead, they actively engaged in discussions, shared ideas, and sought solutions collaboratively. The real-life problems posed during the lessons encouraged students to think more deeply about the implications of Islamic teachings in their everyday lives, fostering both intellectual and moral growth. This shift from memorization to critical reflection is essential for meaningful learning, as it supports the development of students' analytical skills.

Another important aspect revealed by the study was the increase in students' social and communication skills. As students worked together in groups, they learned how to express their ideas, listen to others, and respectfully debate different perspectives. This collaborative learning environment not only enhanced their academic understanding but also contributed to their emotional and social development. The ability to work effectively in groups and communicate clearly is an invaluable skill that will benefit students in various areas of their lives, both academically and personally. The improvement in test scores between the first and second cycles further supports the effectiveness of the PBL model in enhancing students' learning outcomes.

Students demonstrated a deeper understanding of Islamic concepts, particularly in applying those concepts to real-life scenarios. This suggests that PBL's emphasis on real-world problem-solving helps students retain and internalize lessons better than traditional, lecture-based teaching methods. The ability of students to connect their learning to their daily lives indicates that PBL creates more meaningful and lasting educational experiences. Finally, the positive feedback from students confirms that they found the PBL approach to be engaging and enjoyable. Students expressed a greater sense

of ownership over their learning, as they had the opportunity to actively contribute to the lessons and engage in collaborative problem-solving.

This shift in student attitude is crucial for fostering a lifelong love of learning, and it suggests that the PBL model can have a long-term impact on students' academic and personal development. The results of this study demonstrate that PBL is a highly effective strategy for enhancing student engagement, critical thinking, and the application of knowledge in the context of Islamic Religious Education.

CONCLUSION

Based on the results of research that has been carried out in class V UPTD SD Negeri 02 Ulumahuam regarding the application of the Problem Based Learning (PBL) model in Islamic Religious Education learning with the theme "Human as a Caliph", the following conclusions were obtained: 1) Increasing student learning activities The problem based learning model has proven to be effective in increasing student learning activities. This can be seen from the change in students' attitudes, ranging from passive in the pre-cycle stage to very active in cycle 2. Student participation in discussions, group work, and presentations increased significantly; 2) Improvement of student learning outcomes: The implementation of PBL has succeeded in improving student learning outcomes. The average score of students increased from 60 in the pre-cycle stage to 70 in cycle 1 and reached 85 in cycle 2. This improvement shows that PBL can help students understand the material more deeply and applicatively; 3) Social skills development through group work in PBL, students' social skills, such as communication, cooperation, and responsibility, develop well. Students demonstrate the ability to collaborate and support each other in solving problems. Thus, the application of the Problem Based Learning model in Islamic Religious Education learning can be an effective alternative to improve the quality of learning and develop 21st century skills in students.

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