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Improving Islamic Education Student Learning Outcomes Through the Problem Based Learning Model at SD Negeri 107440 Pematang Setrak

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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 completeness in each cycle with details of pre-cycle 42.91%, first cycle 50.97% and in the second cycle it increased to 89.82%. 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

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INTRODUCTION

Education at the elementary school level plays an important role in shaping the basis of students' knowledge and character. At SD Negeri 107440 Pematang Setrak, one of the subjects given is Islamic Religious Education, with one of the materials taught is reading Surah Al-Ma'un. This surah contains many moral messages and religious values that are very important for students to understand. However, based on initial observations, it was found that students' understanding of Surah Al-Ma'un is still limited, both in terms of reading and meaning. This problem can be caused by a lack of proper approach in the learning process. Most students find it difficult to understand the meaning of the surah, and they are only able to read without understanding the context and message contained in it. Therefore, a learning method is needed that can increase students' understanding of

Surah Al-Ma'un. The Problem Based Learning (PBL) method is the right choice to overcome this problem. PBL is a method that focuses on solving problems that are relevant to students' lives. By using PBL, students will be invited to actively discuss, find solutions, and connect learning with daily life. It is hoped that with the implementation of PBL, students will not only be able to read Surah Al-Ma'un well, but also be able to understand the meaning and values contained in the surah. In the initial observation carried out in grade V of SD Negeri 107440 Pematang Setrak, it was found that the level of students' understanding of Surah Al-Ma'un was still low. This can be seen from the results of the initial test which showed that only 40% of students could answer correctly about the meaning of the verses of Surah Al-Ma'un. Most students still find it difficult to relate the verses in the surah to their experiences or daily lives. Therefore, this study aims to improve students' understanding in reading Surah Al-Ma'un through the application of the Problem Based Learning learning method in grade V of SD Negeri 107440 Pematang Setrak.

METHODS

This research is a Classroom Action Research (PTK). Classroom Action Research is research conducted by teachers in their own classrooms with the aim of improving and improving the quality of learning through certain actions. PTK aims to solve problems faced in the classroom directly and improve student learning outcomes: 1) Characteristics of Classroom Action Research (PTK), Problem-Based; 2) PTK is carried out to solve real problems that occur in the classroom, such as students' low understanding of Surah Al-Ma'un; 3) Focusing on Learning Improvement. PTK is designed to improve the quality of learning, both in terms of methods, media, and student learning outcomes, Cyclical: PTK is carried out through several cycles involving stages of planning, implementation of actions, observation, and reflection, involving Collaboration: Teachers as researchers can work together with fellow teachers or other parties to reflect together.

RESULTS

The application of the Problem-Based Learning (PBL) method at SD Negeri 107440 Pematang Setrak significantly improved students' understanding of Surah Al-Ma'un. Prior to the implementation of PBL, the students had limited knowledge of the Surah, its meaning, and its moral teachings. The pre-test results revealed that the students struggled with understanding the deeper meaning of the verses and were unable to apply the lessons of the Surah to their daily lives. Many students demonstrated difficulty in identifying the key messages, such as the importance of helping others, the significance of charity, and the importance of being responsible and considerate. After the introduction of the PBL method, students showed marked improvements in their ability to comprehend and reflect on the Surah's content. The PBL activities focused on real-life scenarios that helped students connect the teachings of Al-Ma'un to practical situations. By working through problem-solving tasks, students were able to grasp the meaning of the verses more clearly and apply them to situations they might encounter in their daily lives.

For example, through group discussions and collaborative activities, students discussed ways they could help their classmates or the community, which helped reinforce the Surah's messages about compassion and responsibility. The post-test results revealed a significant improvement in students' understanding. The students demonstrated a better grasp of the themes of the Surah, particularly the moral lessons about charity, humility, and caring for others. Students were able to explain the Surah's verses in greater detail and were more able to apply the teachings to their own behavior. The average post-test scores were significantly higher than the pre-test, indicating that the PBL model was effective in enhancing students' comprehension and ability to apply the lessons from Surah Al-Ma'un. The group-based nature of PBL also contributed to the students' deeper

understanding of the Surah. Working together in small groups allowed the students to share their insights and interpretations of the verses, which broadened their understanding. Each group was tasked with solving a problem related to the Surah, such as creating a presentation about how they could practice the Surah's lessons in their lives. This collaborative environment allowed students to learn from one another and helped reinforce the importance of working together to address common goals, such as helping others and promoting social harmony. In addition to improving comprehension, the PBL method also encouraged students to engage more actively in their learning process. Students were more motivated to explore the content of the Surah, as the problem-solving approach made the learning process more dynamic and engaging.

Rather than passively receiving information from the teacher, students became active participants in their learning, critically analyzing the material and reflecting on its application. This active engagement helped students retain the information better and develop a more personal connection to the lessons of Surah Al-Ma'un. Furthermore, the PBL activities helped foster important social and emotional skills among the students. By collaborating with their peers to solve problems related to the Surah, students developed skills such as communication, cooperation, and empathy. These skills were essential in promoting a positive and supportive learning environment, where students felt comfortable sharing their thoughts and learning from each other. The emphasis on group work and collective problem-solving also reinforced the values of teamwork and mutual support, which are key components of the teachings in Surah Al-Ma'un. The role of the teacher as a facilitator was crucial in guiding students through the PBL activities. The teacher helped students frame problems related to the Surah and provided guidance during the problem-solving process. By encouraging students to think critically and reflect on how they could apply the Surah's teachings in their lives, the teacher ensured that the students remained focused on the core themes of the Surah.

The teacher also provided feedback and support as students worked through the activities, ensuring that all students had the opportunity to participate and contribute to the learning process. In conclusion, the use of the Problem-Based Learning model in teaching Surah Al-Ma'un at SD Negeri 107440 Pematang Setrak significantly enhanced students' understanding and ability to apply the Surah's teachings. The results showed that students not only improved their comprehension of the Surah but also developed a deeper connection to its moral lessons, including the importance of charity, humility, and social responsibility. The active and collaborative nature of PBL provided students with the opportunity to engage in meaningful learning experiences, which helped reinforce the relevance of the Surah in their daily lives. Overall, this study demonstrates that the Problem-Based Learning model is an effective strategy for improving students' understanding of religious content and fostering social and emotional skills. By integrating problem-solving activities with the study of Surah Al-Ma'un, students were able to connect the material to real-life situations, which led to a greater appreciation of the Surah's teachings. These findings suggest that PBL is a valuable approach for teaching Islamic studies in elementary schools and can contribute to both academic and personal development in students.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in teaching Surah Al-Ma'un in SD Negeri 107440 Pematang Setrak has shown significant improvements in students' understanding of both the content and moral teachings of the Surah. The students were able to connect the concepts from the Surah to real-life applications, which enhanced their comprehension and made the lessons more meaningful. Before the introduction of PBL, the students had a general understanding of the Surah, but they struggled to comprehend its deeper meanings and apply the teachings to their everyday lives. After engaging in PBL activities, students were able to discuss and reflect on how

they could practice the lessons of charity, humility, and responsibility in their daily actions, which resulted in higher post-test scores and more profound insights into the Surah's messages. The group-based activities in PBL played a critical role in fostering deeper learning. By collaborating in small groups, students were able to share and compare their interpretations of the Surah, which helped them build a more comprehensive understanding. Group discussions allowed students to explore the themes of the Surah more critically, and they could relate it to various real-world situations, such as helping others in need or being mindful of those who are less fortunate. This collaborative learning environment promoted not only academic understanding but also the development of social skills like cooperation, communication, and empathy. It reinforced the Surah's message about the importance of helping and caring for others in a way that was directly applicable to students' lives. Moreover, the active nature of PBL made the learning process more engaging for students.

Rather than passively receiving information from the teacher, students were encouraged to think critically, ask questions, and solve problems related to the Surah's teachings. This active learning approach helped students internalize the lessons more effectively, as they were engaged in the material and given opportunities to apply what they learned in practical contexts. The hands-on nature of the activities also encouraged students to take ownership of their learning, which increased their motivation and interest in the subject matter. The PBL method, by allowing students to explore and apply the Surah's teachings in meaningful ways, helped transform the learning experience into one that was relevant and impactful. The teacher's role as a facilitator was essential in ensuring the success of the PBL approach. The teacher guided students through the process of exploring the Surah's meanings and facilitated group discussions that encouraged critical thinking and reflection. By helping students identify real-world issues where the lessons of the Surah could be applied, the teacher made the learning process more relatable and ensured that students could connect the religious teachings with their everyday lives. The teacher's ability to create a supportive and collaborative classroom environment was key to encouraging students to engage with the material and with each other, making the learning experience more productive and enjoyable. One of the most notable outcomes of the PBL model was the improvement in students' ability to reflect on their behavior and understand the ethical lessons of Surah Al-Ma'un.

Through the activities, students were not only able to understand the verses but also reflect on their own actions and how they could incorporate the Surah's teachings into their daily interactions. The post-test results confirmed that students' ability to explain the Surah in greater detail, as well as their increased awareness of its moral lessons, indicated that the PBL method fostered more profound learning. Students developed a greater appreciation for values such as charity, compassion, and social responsibility. In conclusion, the Problem-Based Learning model proved to be highly effective in improving students' understanding of Surah Al-Ma'un. The approach promoted critical thinking, active learning, and collaborative problem-solving, all of which contributed to a deeper and more meaningful understanding of the Surah's teachings. The method also fostered important social and emotional skills, helping students connect the Surah's messages to their own lives and behavior. The positive results from this study suggest that PBL can be an effective teaching strategy for enhancing religious education, not only by improving academic performance but also by nurturing personal development and moral growth in students. The success of this method underscores the value of using innovative, student-centered teaching strategies to foster a deeper understanding of religious teachings and their practical applications. In conclusion, the application of the Problem-Based Learning (PBL) model in teaching Surah Al-Ma'un at SD Negeri 107440 Pematang Setrak has proven to be a highly effective approach in improving students' understanding of the Surah, its teachings, and the associated moral values. The students' comprehension of the Surah deepened significantly after participating in the PBL-based activities, which were centered around real-life problems and the application of the

Surah's messages. Before the intervention, students had only a superficial understanding of the Surah, but after PBL was implemented, they could explain its verses in greater detail and identify how its lessons could be applied in their own lives. The primary goal of this research was to enhance students' understanding of Surah Al-Ma'un by providing them with opportunities to engage in critical thinking and problem-solving tasks. By working collaboratively in small groups, students were able to discuss and analyze the Surah's themes, such as charity, compassion, and responsibility, in a way that connected to their real-life experiences. These group activities allowed students to learn from one another, share insights, and reflect on how the lessons could be applied to their actions, which resulted in a more profound understanding of the material. The PBL method not only enhanced academic performance but also helped develop students' social and emotional skills. The collaboration and discussion that occurred in the group setting promoted important values such as teamwork, empathy, and communication. These skills are essential for the holistic development of students, as they help them build positive relationships with others and develop a sense of social responsibility. Through the PBL activities, students were encouraged to think critically about their role in society and the impact they can have on their community, which directly aligns with the moral lessons of Surah Al-Ma'un. Another notable outcome of the study was the increased motivation and engagement of students in their learning.

By shifting away from traditional methods of teaching and incorporating real-world problems, the PBL model made the learning process more dynamic and relevant to students' lives. Students were no longer passive recipients of knowledge but active participants in the learning process. This shift not only improved their academic performance but also sparked a greater interest in learning about Islamic teachings and their application in everyday life. The PBL method transformed the way students viewed their education, making it more meaningful and engaging. The effectiveness of the PBL approach in this study can be attributed to several factors, including the teacher's role as a facilitator. Instead of merely delivering information, the teacher guided students through the problem-solving process, encouraged them to reflect on the material, and helped them connect the Surah's teachings to real-world issues. This teacher-centered yet student-driven approach helped students develop a deeper understanding of the material and gave them the tools to engage with it more critically. The teacher's support and guidance were crucial in helping students stay focused on the core themes of the Surah, ensuring that the lessons were not only understood but also applied in meaningful ways. The research also highlighted the importance of creating an interactive learning environment. The PBL activities, which involved discussions, group work, and real-world problem solving, encouraged students to collaborate with their peers and learn from one another. This type of interactive learning promotes the development of critical thinking skills and helps students view the material from different perspectives. By engaging in such activities, students were able to make connections between their academic learning and their everyday experiences, making the lessons more relevant and practical.

The post-test results showed a significant improvement in students' comprehension of Surah Al-Ma'un. After participating in the PBL activities, students demonstrated a better understanding of the Surah's key themes and moral lessons. The average post-test scores were higher than pre-test scores, indicating that the PBL method had a positive impact on students' academic achievement. The improvement in students' understanding was not only reflected in their ability to recall the Surah's content but also in their ability to apply its teachings in meaningful ways, which is a key indicator of the effectiveness of the PBL approach. The success of the PBL model in this study also suggests that it is a versatile and adaptable teaching strategy that can be applied to other subjects and learning contexts. By using real-life problems and promoting collaborative learning, PBL encourages students to take an active role in their education, fostering both academic and personal growth. The PBL model's focus on critical thinking, problem-solving, and real-world application makes it an ideal strategy for teaching complex concepts like the

teachings of Surah Al-Ma'un, where students need to connect abstract principles to their daily lives. This study also emphasizes the importance of fostering a supportive classroom environment. The teacher's role in creating a positive and inclusive learning space was essential for the success of the PBL method. By ensuring that students felt comfortable sharing their thoughts and working together in groups, the teacher facilitated an environment where students could collaborate effectively and learn from one another.

The teacher's facilitative role was not limited to providing content knowledge but also extended to guiding students in the development of key social and emotional skills, which are essential for their overall growth. In conclusion, the findings of this research indicate that the Problem-Based Learning model is an effective approach for enhancing students' understanding of Surah Al-Ma'un. By fostering critical thinking, collaboration, and real-world application, PBL allowed students to connect the Surah's teachings to their own experiences and behaviors. The improvements in students' understanding, motivation, and engagement highlight the value of using student-centered, interactive teaching methods in Islamic education. This study supports the growing body of research that advocates for the use of active learning strategies to promote deeper understanding and engagement with religious teachings. The success of this approach provides valuable insights for educators looking to enhance the learning experience in religious studies. It shows that by using problem-based activities and fostering collaboration among students, teachers can not only improve academic achievement but also nurture moral development and social responsibility. This aligns with the broader goals of Islamic education, which seek to instill values such as compassion, responsibility, and empathy.

The application of PBL in this context demonstrates its potential to make religious education more relevant and impactful for students. The positive results of this study encourage further exploration of the PBL method in other areas of Islamic education. By adapting the PBL model to different religious texts and concepts, teachers can help students develop a deeper and more meaningful connection to their faith. This approach not only enhances students' academic understanding but also fosters the personal and social development needed to apply Islamic values in everyday life. Through continued research and application, PBL can become an essential tool in shaping the future of Islamic education, ensuring that it remains both relevant and effective in nurturing the next generation of thoughtful, compassionate, and responsible individuals.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) model at SD Negeri 107440 Pematang Setrak has significantly improved students' learning outcomes in Islamic education. By engaging students in real-life problem-solving activities, PBL encourages critical thinking, active participation, and deeper understanding of Islamic teachings. This approach allows students to connect theoretical knowledge with practical applications, making learning more meaningful and relevant to their daily lives. Additionally, PBL fosters collaboration, communication, and independent learning, helping students develop essential skills for both academic success and moral growth. Overall, the PBL model is an effective and student-centered approach that enhances both cognitive and character development in Islamic education.

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