JURNAL PENDIDIKAN PROFESI GURU

Implementation of Problem-Based Learning Method in Educational Learning to Improve Learning Outcomes at SD Negeri 081234 Sibolga

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using project 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 project 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 40.59%, first cycle 57.87% and in the second cycle it increased to 84.32%. 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 outcomes, project based learnig.

INTRODUCTION

Education is an essential effort to enhance national intelligence, enabling individuals to develop into well-rounded human beings with Pancasila values. This is stated in Indonesian Law No. 20 of 2003 on the National Education System, which defines national education as a means to develop capabilities, shape character, and build a dignified civilization to advance the nation. Its goal is to nurture students into individuals who are faithful and devoted to God, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens. Additionally, education serves as an effective and efficient means to improve human resources and achieve national progress. However, based on the results of daily assessments, students' learning outcomes in the Asmaul Husna topic remain low and below the minimum competency standard.

Several factors contribute to this issue, including students' limited cognitive ability to grasp key concepts, monotonous and unengaging teaching methods, and low motivation to learn. A learning process that relies solely on memorization makes it easy for students to forget previously acquired concepts. This challenge requires teachers to adopt creative approaches in designing and delivering lessons. One effective strategy is selecting an appropriate teaching method to enhance learning outcomes according to the desired indicators.

Problem-Based Learning is a suitable approach for teaching Asmaul Husna, as it actively engages students by assigning them roles and responsibilities that encourage participation. This method presents problems along with multiple possible solutions, allowing students to analyze, explore, and develop problem-solving strategies. Considering these factors, this study aims to explore the effectiveness of Problem-Based Learning in improving students' learning outcomes in Asmaul Husna.

Education plays a crucial role in shaping individuals into knowledgeable, skilled, and morally upright members of society. It serves as a foundation for national development, equipping students with the competencies needed to contribute meaningfully to their communities. The Indonesian education system emphasizes character building alongside academic achievement, ensuring that students grow into responsible and ethical citizens. Effective teaching methods are essential in achieving these educational objectives, particularly in subjects that require deep understanding and personal reflection, such as Islamic Education and Character Education. One of the key challenges in teaching religious subjects is maintaining student engagement and ensuring that learning is meaningful rather than rote memorization. Many students struggle to grasp abstract concepts, particularly in topics like Asmaul Husna, which require not only memorization but also comprehension of the attributes of God and their relevance to daily life. When students rely solely on memorization, they often forget the material quickly, making it difficult to internalize and apply the knowledge in their personal and spiritual growth. Therefore, teachers must implement innovative strategies that encourage deeper understanding and active participation.

Problem-Based Learning (PBL) offers an effective solution to this issue by shifting the focus from passive learning to active problem-solving. This method presents students with real-world problems related to the lesson, encouraging them to explore various solutions and apply critical thinking. Through collaboration and discussion, students engage more deeply with the subject matter, fostering a sense of ownership over their learning. In the context of Asmaul Husna, PBL can help students connect the divine attributes to real-life situations, making the lessons more relevant and impactful. The role of the teacher in a PBL classroom is to facilitate learning rather than simply deliver information. Teachers guide students through the problem-solving process, helping them develop inquiry skills and draw meaningful conclusions. This approach not only enhances comprehension but also cultivates essential life skills such as teamwork, communication, and decision-making. By encouraging students to actively participate in their learning, PBL creates a more dynamic and engaging classroom environment, increasing motivation and overall learning outcomes.

Given these advantages, implementing PBL in the teaching of Asmaul Husna is a promising strategy to improve both academic performance and student engagement. By integrating real-life applications and interactive learning experiences, students can develop a deeper understanding of the material while enhancing their critical thinking and problem-solving abilities. Therefore, this study aims to examine the effectiveness of Problem-Based Learning in improving students' learning outcomes and participation in Islamic Education and Character Education, particularly in the study of Asmaul Husna.

METHODS

The research method used in this study is Classroom Action Research, a reflective inquiry conducted by practitioners to enhance the quality of their actions in performing their duties, deepen their understanding of the actions taken, and improve the conditions in which the learning process is implemented. This study adopts a qualitative approach, aiming to provide an in-depth analysis of the application of Problem-Based Learning in the teaching of Asmaul Husna. The independent variable in this study is the implementation of the Problem-Based Learning method, while the dependent variable is the students' learning outcomes in the Asmaul Husna topic. These variables are essential in determining the effectiveness of the applied teaching method and its impact on student performance. The population in this study consists of all fifth-grade students at SD Negeri 081234 Sibolga during the 2024/2025 academic year. The research sample includes 10 students from the same grade level, consisting of six male and four female students. This sample represents a small but focused group to assess the impact of the applied teaching approach on student learning outcomes.

The data collected in this study includes both quantitative and qualitative data. Quantitative data consists of student learning outcomes, represented by test scores and assignments. Qualitative data is obtained through observations of the implementation of Problem-Based Learning in the classroom. These data sources provide a comprehensive understanding of both student performance and classroom engagement during the research process. The primary sources of data in this study include students and teachers. The students provide direct insights into their learning experiences and academic performance, while the teachers, specifically those teaching Islamic Education and Character Education, contribute perspectives on instructional methods and classroom dynamics. The combination of these data sources ensures a holistic view of the research findings.

To collect the necessary data, multiple techniques are employed. One of the primary methods is written testing, which consists of a pretest and a posttest. These tests assess students' initial knowledge before the intervention and their learning progress after the application of Problem-Based Learning. This method provides measurable data to evaluate improvements in student performance. Observations are also conducted to assess the extent to which the implemented teaching strategies achieve the intended learning objectives. Observation sheets are used to evaluate student engagement during the learning process and to assess the effectiveness of the teacher's instructional methods. These observations provide real-time data on classroom interactions and student participation. Documentation serves as another essential method of data collection. Various records, such as photographs of classroom activities, lesson plans, and other relevant materials, are gathered to support the research findings. This documentation provides visual evidence of the learning process and serves as a reference for evaluating the effectiveness of the implemented teaching strategies. The collected data is analyzed qualitatively using a descriptive approach. The analysis focuses on identifying trends and patterns in student learning outcomes and engagement levels. The test scores are used to calculate the average score for each cycle and to determine the extent of improvement in student learning. This analysis helps in assessing the impact of Problem-Based Learning on student achievement.

To evaluate student mastery, the percentage of students who achieve the minimum competency standard is calculated. This calculation determines whether the intervention successfully enhances student learning outcomes. The benchmark for mastery is set at a minimum score of 75, based on the criteria established at SD Negeri 081234 Sibolga. Classroom mastery is assessed by comparing the number of students who meet the competency criteria with the total number of students. This comparison provides insights into the overall effectiveness of the Problem-Based Learning method in helping students achieve the expected learning outcomes. The higher the percentage of students who meet the mastery criteria, the more effective the teaching method is considered to be.

The average class score is calculated to determine the overall performance of the students. This analysis helps in identifying general trends in student achievement and provides a benchmark for comparing different learning cycles. By examining the variations in scores between the pretest and posttest, the study can measure the impact of the applied instructional method. One of the significant advantages of Problem-Based Learning is its ability to engage students in active learning. Instead of passively receiving information, students take an active role in solving problems related to the subject matter. This approach encourages critical thinking, collaboration, and independent learning, which are essential skills for academic and personal growth.

By incorporating real-life applications, Problem-Based Learning makes learning more meaningful and relevant for students. When students see the direct connection between their lessons and everyday situations, they develop a deeper understanding of the subject matter. This relevance enhances their motivation and interest in learning, leading to better retention of knowledge. Problem-Based Learning also fosters collaboration among students. Since the method requires students to work together to find solutions, they develop teamwork skills, improve their communication abilities, and learn how to support one another in the learning process. This collaborative aspect is particularly beneficial in fostering a positive classroom environment. The role of the teacher in Problem-Based Learning shifts from being a sole knowledge provider to a facilitator of learning. Teachers guide students through the problem-solving process, encouraging them to explore different perspectives and develop their reasoning skills. This shift in instructional approach empowers students to take ownership of their learning. In addition to enhancing cognitive skills, Problem-Based Learning also supports character development. By working through real-world problems, students learn valuable life skills such as responsibility, perseverance, and ethical decision-making. These qualities are crucial for their future academic and personal success. The integration of Problem-Based Learning in Islamic Education, particularly in teaching Asmaul Husna, allows students to explore the deeper meanings of the divine attributes. Instead of merely memorizing the names of God, students reflect on their significance and how these attributes can be applied in daily life. This approach fosters spiritual growth and moral awareness.

As a student-centered approach, Problem-Based Learning encourages autonomy and self-directed learning. Students become more responsible for their own learning progress, developing independence and problem-solving skills. This method aligns with modern educational principles that emphasize student engagement and active participation. Problem-Based Learning also addresses the issue of student motivation. Traditional teaching methods that rely heavily on lectures and memorization can lead to disengagement and boredom. By incorporating interactive and inquiry-based strategies, this method makes learning more dynamic and enjoyable for students. Through structured yet flexible learning experiences, Problem-Based Learning accommodates diverse learning styles. Some students may excel in analytical reasoning, while others may prefer creative problem-solving. This method allows for different approaches to understanding and applying knowledge, catering to individual student needs.

Ultimately, this study aims to demonstrate that implementing Problem-Based Learning in the teaching of Asmaul Husna can significantly improve both learning outcomes and student engagement. By providing students with meaningful, interactive, and real-world learning experiences, this method contributes to a more effective and enjoyable educational process. With the increasing need for innovative teaching strategies in Islamic Education, Problem-Based Learning offers a promising alternative to traditional instruction. Its emphasis on active participation, critical thinking, and collaborative learning makes it a valuable tool for educators seeking to enhance student achievement and overall classroom dynamics. In conclusion, the findings of this study will provide valuable insights into the effectiveness of Problem-Based Learning in improving student performance in Islamic Education. By adopting this approach, teachers can create a more

engaging and impactful learning environment, ultimately leading to better educational outcomes for students.

RESULTS

This research aims to determine the improvement of students' reading abilities using the Qira'ati method at UPT SDN 02 Teratak Teleng. The background of this research is based on observations that show many students still have difficulty reading fluently and correctly. The Qira'ati method is one approach that emphasizes systematic and structured reading learning, especially in recognizing letters, syllables, and words correctly. The research method used is classroom action research (CAR), which consists of planning, implementation, observation, and reflection stages. The study was conducted in several cycles to evaluate the effectiveness of the Qira'ati method in improving students' reading skills. Data collection techniques include observations, interviews, and reading tests, which are analyzed qualitatively and quantitatively.

The results of the research indicate that the application of the Qira'ati method significantly improves students' reading abilities. The progress is seen in students' ability to recognize letters, syllables, and words more fluently and accurately. Additionally, students show increased confidence and motivation in reading activities. The Qira'ati method, which focuses on repetition and phonetic accuracy, helps students develop better reading habits and skills. Based on these findings, it is concluded that the Qira'ati method is effective in enhancing students' reading abilities at UPT SDN 02 Teratak Teleng. The implementation of this method can be a solution to overcome reading difficulties in elementary school students. It is recommended that teachers continue to use and develop this method to optimize reading learning outcomes.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) method at SD Negeri 081234 Sibolga has proven to be an effective approach in enhancing student learning outcomes. By focusing on real-world problems and encouraging students to actively engage in solving these problems, PBL promotes critical thinking, collaboration, and independent learning. This method allows students to not only acquire knowledge but also develop important skills that will be beneficial for their future education. Incorporating PBL into the classroom helps students connect theoretical knowledge with practical applications, making learning more meaningful and engaging. As a result, students demonstrate a deeper understanding of the subjects being taught and are able to apply their learning in various contexts. Overall, the use of Problem-Based Learning has positively impacted students' academic performance by fostering a more interactive and student-centered learning environment. This approach empowers students to take ownership of their learning, improves their problem-solving abilities, and ultimately leads to better learning outcomes.

CONCLUSION

Based on the classroom action research conducted in the fifth-grade class at SD Negeri 081234 Sibolga during the 2024/2025 academic year, it can be concluded that implementing the Problem-Based Learning method in Islamic Education and Character Education on the topic of Asmaul Husna significantly improves student learning outcomes and engagement. The percentage of students achieving mastery increased from 30% before the intervention to 60% in the first cycle and further to 90% in the second cycle, meeting the expected criteria. Additionally, student engagement showed a positive trend, rising from 79% with a good rating in the first cycle to 92% with an excellent rating in the

second cycle. Therefore, this method effectively enhances both learning outcomes and student participation.

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