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Application of Problem Based Learning to Improve Islamic Education Student Learning Outcomes at SD Negeri 05 Pangarungan

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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 45.71%, first cycle 56.47% and in the second cycle it increased to 83.12%. 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 outcomes, problem based learning.

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INTRODUCTION

Islamic religious education has an important role in shaping students' character and morals. Through this education, students are taught noble values that guide them in their daily lives. One of the important aspects taught is the understanding of the noble example of Asmaul Husna, which reflects the glorious names of Allah as a reflection of His attributes. Asmaul Husna is not just a name, but also an example in building good attitudes and behaviors in daily life, such as compassion, honesty, and responsibility of Al-Ghazali, Abu Hamid. (2002).

However, in practice, Asmaul Husna's learning at SD Negeri 05 Pangarungan showed unsatisfactory results. Based on daily evaluations, around 70% of students have not reached the Minimum Completeness Criteria (KKM) that have been set. This condition

is an indication that the learning methods used are still not effective in helping students understand and apply the material. In fact, understanding Asmaul Husna is very important in shaping the character of students in accordance with the Islamic values of the Ministry of National Education. (2006). This condition requires innovation in learning methods to be more interesting and relevant to the needs of students.

Interactive learning approaches, such as the use of digital media, educational games, or project-based approaches, can be solutions to improve student learning outcomes. In addition, teachers also need to provide concrete examples of the application of Asmaul Husna in daily life, so that students can better understand and emulate the attributes of Allah in their lives Nurhayati, S. (2015). With a more innovative and participatory approach, Asmaul Husna's learning is expected to have a more significant impact on student learning outcomes. In addition to improving material understanding, this learning can also instill noble values in students, so that they are able to become individuals with noble character. Effective Islamic religious education is not only oriented to knowledge, but also to the formation of character and morals of the next generation of the nation Yusuf, M. (2020).

Based on this background, the researcher aims to examine the effectiveness of the implementation through the learning model, which the researcher then gives the title; "The Application of Problem Based Learning to Improve Student Learning Outcomes of Mulia Exemplary Material Asmaul Husna Class IV SD Negeri 05 Pangarungan." The implementation of PBL is expected to be able to answer the challenge of low learning outcomes and become an innovative solution in Islamic Religious Education.

METHODS

This type of research is classroom action research (PTK), which is defined as "scrutiny of learning activities that are carried out deliberately in a class together" (Arikunto, et al., 2019: 3) This research is carried out in the context of learning in the classroom with the aim of improving learning practices so that they can improve students' learning process skills and outcomes. This study is included in the descriptive category, because it describes the application of the Problem Based Learning (PBL) learning model and the learning outcomes obtained. This research process consists of four stages of planning, action, observation and reflection.

In conclusion, the implementation of Problem-Based Learning (PBL) in teaching Asmaul Husna to fourth-grade students at SD Negeri 05 Pangarungan yielded positive results, significantly improving their learning outcomes. The study demonstrated that PBL, as an active learning approach, can enhance students' understanding of complex topics like religious studies, which require not only memorization but also comprehension of deeper meanings and personal relevance. The key finding of the study is that PBL effectively engaged students in a way that traditional teaching methods could not. Through problem-solving activities and collaborative learning, students were able to interact with the material on a deeper level, moving beyond rote memorization to truly understand the significance of each of the 99 names of Allah. This shift in focus from passive learning to active engagement is crucial in fostering meaningful learning experiences. PBL also provided an opportunity for students to develop essential skills such as critical thinking, teamwork, and communication. The collaborative nature of PBL encouraged students to work together, exchange ideas, and solve problems collectively. These interactions not only improved their understanding of Asmaul Husna but also helped develop their interpersonal skills, which are valuable both in academic settings and in real-life situations. Furthermore, the motivation and enthusiasm of students increased significantly when they were given the chance to actively engage with the material. Traditional methods, which often rely on lectures and memorization, can lead to disengagement, particularly in subjects like religious studies. However, the problem-solving approach made learning more interesting and relevant, leading to greater

participation, curiosity, and a stronger desire to learn. The role of the teacher in facilitating PBL was also crucial to its success.

Rather than simply transmitting knowledge, the teacher took on a guiding role, encouraging students to explore the material on their own, ask questions, and work together to find answers. This shift in the teacher's role fostered a more student-centered learning environment and empowered students to take ownership of their learning process. The results of the pre- and post-tests highlighted the effectiveness of PBL in improving both students' memorization and their understanding of Asmaul Husna. Prior to the implementation of PBL, many students struggled to recall and explain the meanings of the names of Allah. However, after engaging in problem-solving activities and group discussions, students demonstrated significant improvement, showing that PBL can lead to both improved retention and deeper comprehension. In addition to academic benefits, the application of PBL helped students connect the material to their personal lives and spiritual practices. Asmaul Husna is not merely a subject to be memorized; it carries deep spiritual significance. Through PBL, students were encouraged to reflect on how these names of Allah relate to their own beliefs and daily actions. This personal connection to the material helped students internalize the teachings in a more meaningful way. The success of this study also suggests that PBL is a highly effective method for teaching religious subjects in general. While religious education traditionally relies on passive learning techniques, the problem-based approach makes the material more interactive, relevant, and engaging.

This finding supports the idea that innovative teaching methods should be integrated into religious education to enhance student learning and foster a deeper understanding of spiritual concepts. Moreover, the study underlines the importance of creating an inclusive and collaborative classroom environment. PBL's emphasis on group work allowed students to interact with their peers, share ideas, and help each other overcome challenges. This cooperative learning environment not only promoted academic success but also created a sense of community among students, making them feel more comfortable and supported in their learning journey. In conclusion, this research demonstrates that Problem-Based Learning is an effective approach for enhancing students' learning outcomes, particularly in subjects such as religious studies. By promoting active participation, critical thinking, and collaboration, PBL helps students develop a deeper understanding of the material while also fostering essential life skills. Therefore, it is recommended that educators continue to explore and implement PBL in their teaching practices, as it can significantly improve both academic achievement and overall student engagement in the classroom.

RESULTS

The research entitled "The Application of Problem-Based Learning to Improve Students' Learning Outcomes on the Topic of Asmaul Husna in Class IV at SD Negeri 05 Pangarungan" explores the effectiveness of Problem-Based Learning (PBL) as a teaching method to enhance students' understanding of the noble names of Allah (Asmaul Husna) in elementary school. The main goal of this study is to investigate whether the application of PBL can improve the learning outcomes of students in understanding and memorizing the 99 names of Allah in a more meaningful and engaging way.

Problem-Based Learning is an instructional method that focuses on students solving real-world problems as a way to encourage active learning and critical thinking. In this study, the researchers applied PBL to the teaching of Asmaul Husna in a fourth-grade classroom at SD Negeri 05 Pangarungan. The implementation of this method aimed to make the students more engaged and motivated in learning the material, as well as helping them to relate the concepts to their everyday lives. The study was conducted with a class of 30 students, who were taught about Asmaul Husna through a series of problem-solving activities and discussions. The teacher introduced various problems related to the

meanings and significance of the names of Allah, encouraging students to find solutions collaboratively. This approach was designed to promote critical thinking, teamwork, and the ability to apply knowledge in real-life situations.

Before implementing PBL, a pre-test was administered to assess the students' prior knowledge of Asmaul Husna. The results of the pre-test indicated that many students had limited understanding of the material. They were able to recall only a few names of Allah, and their understanding of the deeper meanings behind these names was minimal. Following the PBL-based lessons, a post-test was conducted to measure the improvement in students' learning outcomes. The results showed a significant increase in both the students' ability to recall the names of Allah and their understanding of their meanings.

The post-test indicated that the students were able to better articulate the significance of each name and connect it with their personal beliefs and daily lives. The PBL method encouraged active participation and cooperative learning among the students. They were given opportunities to work in small groups, where they discussed and shared their ideas. This not only helped them understand the material better but also enhanced their communication and social skills. Through these group activities, students became more confident in presenting their ideas and answering questions related to Asmaul Husna. Additionally, the teacher played a pivotal role in guiding the students through the problem-solving process, facilitating discussions, and providing feedback. The teacher's ability to scaffold learning and ask probing questions encouraged students to think critically and deepen their understanding of the topic.

One of the key findings of the study was that students were more engaged and motivated to learn when they were presented with real-life problems related to the material. The PBL approach made learning more meaningful and relevant to the students, which, in turn, contributed to their improved academic performance. Furthermore, the study highlighted the importance of incorporating active learning strategies like PBL into the curriculum, especially in subjects that require deeper comprehension, such as religious studies. By applying PBL to the topic of Asmaul Husna, the students were able to learn the material in a way that was both intellectually stimulating and spiritually enriching.

In conclusion, the application of Problem-Based Learning in teaching Asmaul Husna in Class IV at SD Negeri 05 Pangarungan significantly improved students' learning outcomes. This study demonstrates that PBL is an effective teaching strategy that can enhance students' academic achievement and foster a deeper understanding of religious concepts. It is recommended that educators continue to explore and apply innovative teaching methods like PBL to improve learning experiences and outcomes in elementary education.

DISCUSSION

In this section, the discussion will focus on the findings of the research regarding the application of Problem-Based Learning (PBL) in teaching the subject of Asmaul Husna to fourth-grade students at SD Negeri 05 Pangarungan. The results indicate that PBL had a positive impact on the students' learning outcomes, as evidenced by the significant improvement in their ability to recall and understand the 99 names of Allah. Problem-Based Learning (PBL) was introduced as a teaching strategy to engage students more actively in their learning. The central premise of PBL is that students learn best when they are involved in solving real-life problems that require critical thinking and collaboration. In the context of teaching Asmaul Husna, PBL was applied by presenting students with problems or scenarios that required them to explore the meanings and significance of the names of Allah. This method shifted the focus from passive learning to active participation, which encouraged students to think deeply and work together to solve the challenges presented.

One of the key benefits of PBL is its ability to foster active learning. Traditionally, subjects like Asmaul Husna are taught through rote memorization, where students are expected to memorize the names without fully understanding their meanings or significance. However, through PBL, students were encouraged to actively engage with the material, explore the meanings behind each name, and discuss how these names relate to their daily lives and spiritual practices. This deeper engagement led to a better understanding of the material, as students were able to connect it with their personal experiences. The collaborative nature of PBL also played a crucial role in enhancing students' learning outcomes. By working in groups, students had the opportunity to share their thoughts, debate ideas, and collectively solve problems. This not only improved their understanding of Asmaul Husna but also fostered essential skills such as communication, teamwork, and problem-solving. Students who might have struggled individually were able to benefit from the perspectives and insights of their peers, creating a more inclusive learning environment. In addition to improving their cognitive understanding, PBL helped students develop stronger social skills.

The group activities required them to listen to one another, express their ideas clearly, and collaborate towards a common goal. These interactions promoted mutual respect and cooperation among students, which are valuable life skills that extend beyond the classroom. The sense of belonging and community within the groups made the learning process more enjoyable and less intimidating for some students who may have felt isolated or disengaged in traditional classroom settings. Another significant finding of this study was the improvement in students' motivation to learn. Traditional teaching methods may sometimes fail to capture students' attention, especially in subjects that require memorization. However, by applying PBL, students found the subject matter of Asmaul Husna to be more interesting and relevant. The problem-solving approach made the learning process feel less like a task and more like an opportunity to explore new ideas and gain knowledge.

Students became more eager to participate in discussions, ask questions, and seek out additional information, which contributed to their overall academic success. The teacher's role in facilitating PBL was essential in guiding students through the process. Rather than simply delivering information, the teacher acted as a facilitator, encouraging students to ask questions, explore different perspectives, and think critically about the material. The teacher provided scaffolding by offering hints and suggestions when needed, ensuring that students remained on track while still allowing them the freedom to discover answers on their own. This approach created a more student-centered learning environment, where the teacher served as a guide rather than the sole source of knowledge. Moreover, the results of the pre- and post-tests indicated that PBL significantly improved students' academic performance. In the pre-test, students demonstrated limited knowledge of Asmaul Husna, with many unable to recall the names or explain their meanings. However, after experiencing the PBL approach, students showed remarkable progress in both their memorization of the names and their understanding of their significance.

This improvement suggests that PBL not only enhances students' knowledge retention but also deepens their comprehension of the material. The study also suggests that incorporating PBL into religious education is highly beneficial. The traditional approach to teaching religious subjects often involves lecture-based methods, where students passively receive information. However, PBL provides a more dynamic and interactive approach, which is particularly effective in helping students connect with spiritual concepts. By applying PBL to Asmaul Husna, students were able to appreciate the spiritual significance of the names, understand their meanings in depth, and reflect on how they could incorporate these teachings into their daily lives. In conclusion, the application of Problem-Based Learning in teaching Asmaul Husna has proven to be an effective way to enhance students' learning outcomes.

The results of this study demonstrate that PBL can improve both the cognitive and social skills of students while fostering a deeper understanding of religious concepts. As the educational landscape continues to evolve, it is essential for teachers to embrace innovative methods like PBL to create more engaging and meaningful learning experiences for their students. The success of this study indicates that PBL has the potential to be a powerful tool in improving education, particularly in the context of religious studies.

CONCLUSION

In conclusion, the application of Problem-Based Learning (PBL) at SD Negeri 05 Pangarungan has proven to be an effective strategy for improving students' learning outcomes in Islamic education. By engaging students in real-world problems and encouraging them to apply Islamic principles to solve these issues, PBL fosters deeper understanding and critical thinking. This method enhances students' ability to connect theoretical knowledge with practical situations, making Islamic teachings more relevant and impactful. Moreover, PBL promotes collaboration, communication, and independent learning, empowering students to take ownership of their education. Overall, PBL is a valuable approach that not only improves academic performance but also nurtures moral and ethical development in students, preparing them to become responsible members of society.

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