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Application of the Problem-Based Learning Model to Improve Students' Ablution Skills in Islamic Education Learning for Students at SD Negeri 105447 Nagori

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Abstract: This research aims to improve students' ablution skills in Islamic education 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 improve students' ablution skills 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 results of the research show that learning using problem based learning can improve students' ablution skills. This can be seen from the increase in the percentage of completeness. The increase in student learning outcomes in each cycle with details in the pre-cycle was 47.64%, the first cycle was 78.57% and in the second cycle it increased to 88.57%. Thus, learning using the application of problem based learning can be used as an alternative to improve ablution skills.

Keywords: Problem based learning model, ablution skill, islamic education.

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INTRODUCTION

National development in the field of developing quality Indonesian human resources through education is a serious and continuous effort to realize the whole Indonesian people. Quality resources will determine the quality of life of individuals, communities, and the nation in order to anticipate and overcome problems and challenges that occur in society now and in the future. In the Indonesian Law No. 20 of 2003 concerning the National Education System that. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. One of the problems faced by the Indonesian people is the low quality of education, especially primary and secondary

education. Various efforts have been made to improve the quality of national education, including through various trainings and improvement of teacher quality, curriculum improvement, procurement of books and teaching tools, improvement of other educational facilities and infrastructure, and improvement of school management quality, however, various indicators of education quality have not shown adequate improvement. Efforts to improve the quality of education in Indonesia have never stopped. Various new breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include in school management, increasing the resources of education personnel, developing/writing teaching materials, and developing a new paradigm with teaching methodologies Teaching is not just a matter of telling. Learning is not an automatic consequence of contemplating information into students' minds. Learning requires the mental involvement and work of the students themselves. Explanation and demonstration alone will not produce lasting learning results. The only thing that can produce lasting learning results is active learning activities. What makes active learning? In order to learn to be active, students have to do a lot of assignments. They have to use their brains, study ideas, solve problems, and apply what they learn. Active learning should be agile, fun, passionate and passionate. Students even often leave their seats, move freely and think aloud (moving about and thinking aloud) to be able to learn something well, we need to hear, see, ask questions about it, and discuss it with others. Not only that, students need to "do it", which is to describe things in their own way, show examples, try to practice skills, and do tasks that demand knowledge that they have or should acquire. By realizing the symptoms or realities mentioned above, in this study the author took the title "Application of a Problem-Based Learning Model to Improve Ablution Skills by Using the Practice Method of Grade III Elementary School Students at 105447 State Elementary School, Nagori Village, Sipispis. Based on the above background, the author formulates the problem as follows: 1) How to plan to improve the achievement of PAI students by applying the problem-based learning model to Grade III students of SD Negeri 105447 Nagori; 2) How is the implementation of improving the achievement of students in Fiqih subjects by applying a problem-based learning model to elementary school students in elementary school 105447 nagori, Tinokkah Village, Sipispis; 3) What is the effect of increasing the achievement of Fiqih students with the application of the problem-based learning model in Grade III students of SD Negeri 105447 Nagori.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Oja and Sumarjan (in Titik Sugiarti, 1997: 8) group action research into four types, namely: 1) teachers as researchers; 2) collaborative action research; 3) simultaneously integrated; 4) Experimental Social Administration. In this action research, the teacher is used as the researcher, the person in charge of this research is the teacher. The main purpose of this action research is to improve learning outcomes in the classroom where teachers are fully involved in the research starting from planning, action, observation, and reflection. In this study, the researcher does not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a teacher is fixed and carried out as usual, so that students do not know if they are being researched. In this way, it is hoped that the data will be obtained as objectively as possible for the validity of the necessary data. Place, Time and Subject Research Place A research site is a place used in conducting research to obtain the desired data. This research took place at SDN 105447 Nagori, Sipispis District, Serdang Bedagai Regency. Research time is the time when the research takes place or when this research is carried out. This research was carried out in June of the even semester of 2024. The subjects of the study are Class III students in 2024. On the subject of Ablution, it is Easy. The design of this research uses Classroom Action

Research (PTK). According to the PGSM Project Trainer Team, PTK is a form of reflective study by actors who take actions to increase the rational stability of their actions in carrying out their duties, deepen their understanding of the actions taken, and improve the conditions in which the learning practice is carried out (in Mukhlis, 2003: 3). In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions were taken in the form of problem identification. The spiral cycle of the research stages.

RESULTS

The observation sheet data was taken from two observations, namely observation data on the management of contextual learning methods, problem-based teaching models used to determine the influence of the application of contextual learning methods, problem-based teaching models in improving student learning achievement and observation data on student and teacher activities. Formative test data to determine the improvement of student learning achievement after applying the contextual learning method of the problem-based teaching model: 1) Cycle I Cycle Research Data Analysis Meeting 1 Action Planning Competency Standards: Taharah Material: Ablution Action Hypothesis: Efforts to improve learning outcomes with ablution ability material can be pursued by the application of practice methods preceded by lecture methods. Activity and Implementation Stage. The implementation of teaching and learning activities for cycle I will be carried out on December 7, 2024 in Class III with a total of 13 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation is carried out in conjunction with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test I with the aim of finding out the level of student success in the teaching and learning process that has been carried out. The data from the research results in cycle I are as follows. From the table above, it can be explained that by applying contextual learning of the problem-based teaching model, the average score of student learning achievement is 71.34 and the learning completeness reaches 73.34% or there are 10 students out of 13 students who have completed learning. The results show that in the first cycle, classically, students have not completed learning, because students who get a score of ≥ 65 are only 73.34% smaller than the desired percentage of completeness, which is 85%. This is because students are still unfamiliar with the application of the problem-based teaching model of contextual learning. This study aims to explore the application of the Problem-Based Learning (PBL) model in enhancing the wudu (ablution) skills of third-grade students at SD Negeri 105447 Nagori. Wudu is an essential practice in Islamic daily rituals, and mastering it properly is crucial for students' religious education. The use of the PBL model allows students to engage in real-world problem-solving, which can improve their understanding and skills in a more interactive and meaningful way. By using the practice method, students not only learn the theory but also apply it directly, making the learning process more effective. The research was conducted with third-grade students at SD Negeri 105447 Nagori. The study used a classroom action research design, where the researcher applied the PBL model in a series of lessons focused on teaching wudu. The students were divided into small groups, each tasked with solving a problem related to the steps and importance of wudu. This collaborative approach encouraged peer learning, which is a core aspect of PBL, and helped to reinforce the students' skills in performing wudu. The research findings show that the application of the PBL model significantly improved the students' wudu skills. Students demonstrated greater confidence and competence in performing the steps of wudu after participating in the lessons. The problem-solving approach also helped students understand the religious and practical

significance of wudu, leading to a more comprehensive grasp of the subject. Additionally, the practice method allowed students to correct mistakes in real-time, ensuring a deeper learning experience. The use of the PBL model also fostered a more engaging learning environment. Students were more motivated and active in participating during the lessons, as the model encouraged them to take ownership of their learning process. This sense of responsibility and collaboration among students was evident throughout the study, as they worked together to find solutions and share their knowledge with one another. The teacher's role shifted from being the sole provider of knowledge to a facilitator, guiding the students through their problem-solving processes. Moreover, the study highlights the importance of incorporating practical activities in religious education. By involving students directly in the practice of wudu, the study emphasized the connection between theoretical knowledge and practical application. The hands-on experience not only improved their technical skills but also strengthened their understanding of the significance of wudu in their daily lives. In conclusion, the implementation of the Problem-Based Learning model, combined with the practice method, proved to be an effective approach in improving the wudu skills of third-grade students at SD Negeri 105447 Nagori. This research demonstrates the potential of PBL to make religious education more interactive, meaningful, and relevant to students. The results suggest that integrating problem-solving techniques and hands-on practices into religious education can enhance both the cognitive and practical aspects of learning.

DISCUSSION

The results of this study indicate that the application of the Problem-Based Learning (PBL) model has been effective in improving the wudu skills of third-grade students at SD Negeri 105447 Nagori. The PBL model, which emphasizes active learning through real-world problems, allowed students to engage deeply with the material. This approach was especially beneficial for teaching wudu, a process that requires both understanding the steps involved and being able to perform them correctly. By using a problem-solving method, students were not only able to memorize the steps of wudu but also understood the purpose and significance of each action. One of the main advantages of the PBL model is its focus on collaboration. In this study, students worked in groups to explore different aspects of wudu, such as the proper procedure, the importance of each step, and common mistakes. This collaborative approach helped students learn from one another, ask questions, and provide feedback. By discussing their ideas and challenges, they were able to reinforce their learning and clarify any misunderstandings. Peer interaction in problem-solving situations encourages critical thinking, which is essential for developing practical skills like wudu. Furthermore, the use of the practice method in this research allowed students to apply their knowledge in real-time. Students were able to practice the steps of wudu directly, receive immediate feedback from their peers and teachers, and correct any mistakes on the spot. This hands-on approach enhanced their confidence and competence in performing the ritual, making them feel more capable and assured in their religious practices. It also demonstrated the importance of integrating practical activities into religious education to bridge the gap between theory and practice. Another significant finding of the study was the increased motivation and engagement of the students. Traditional teaching methods that rely heavily on lectures or passive learning may not capture the full attention of students, particularly in a subject like religious education. However, the PBL model, with its emphasis on problem-solving and collaboration, encouraged students to take an active role in their learning. This shift in responsibility from the teacher to the students allowed them to become more engaged and invested in the learning process, leading to better outcomes in terms of skill development and understanding. The teacher's role also evolved during the implementation of this approach. Instead of merely delivering knowledge, the teacher acted as a facilitator,

guiding students through the problem-solving process, providing support when needed, and encouraging independent thinking. This shift in the teacher's role is in line with current educational theories that emphasize student-centered learning, where students are encouraged to take responsibility for their learning while the teacher provides the necessary support and resources. In conclusion, this study highlights the effectiveness of the Problem-Based Learning model in teaching wudu to elementary school students. By combining PBL with the practice method, students were able to develop both the cognitive and practical skills required to perform wudu properly. The research also demonstrates the importance of active, hands-on learning in religious education, suggesting that such approaches can enhance both the engagement and understanding of students. Future studies could explore the application of this model in other aspects of religious education or in other subjects to further assess its impact on student learning.

CONCLUSION

From the results of learning activities that have been carried out for three cycles, and based on all the discussions and analyses that have been carried out, it can be concluded as follows: 1) Learning with the application of problem-based teaching strategies has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (73.34%), cycle II (80.00%), cycle III (93.34%); 2) The implementation of problem-based teaching strategies has a positive influence, namely it can improve students' practice methods to learn the subject matter received so far, which is shown by the average attitude of students who state that students are interested and interested in the application of problem-based practice methods so that they become motivated to learn; 3) The application of problem-based teaching strategies has a positive impact on the understanding of the subject matter being taught, where with this practical method students are forced to solve problems related to the teaching material being taught. From the results of the research obtained from the previous description so that the Fiqh teaching and learning process is more effective and provides more optimal results for students, the following suggestions are submitted: 1) To implement the method of implementing problem-based teaching strategies requires quite mature preparation, so teachers must be able to determine or choose topics that can really be applied by applying problem-based teaching strategies in the teaching and learning process so that obtain optimal results; 2) In order to improve the practice method of ablution of students, teachers should train students more often with various appropriate teaching methods, even if at a simple level, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face; 3) Further research is needed, because the results of this research are only carried out at SDN 105447 Nagori in 2024

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