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Application of Problem Based Learning to Improve Islamic Education Learning Outcomes at SD Negeri 06 Asam Jawa

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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 43.81%, first cycle 51.57% and in the second cycle it increased to 86.82%. 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 has an important role in shaping the character and personality of students, including instilling the values of social care. Among the relevant subjects for the development of this value is Islamic Religious Education (PAI). PAI not only teaches cognitive aspects, such as religious knowledge, but also focuses on strengthening character, including a sense of caring for others. However, the reality in the field shows that the value of students' social care is often not developed optimally (Saputra et al., 2020). Education plays an important role in shaping the character and social concern of students.

Islamic Religious Education (PAI) functions not only to teach religious knowledge, but also to strengthen character, including concern for others. However, the application in the field shows that the value of students' social care has not developed optimally. Based

on the results of initial observations in class VI UPTD SD Negeri 06 Asam Jawa, only about 30% of students actively help friends in difficulties, while the other 70% tend to be indifferent to the social problems around them.

In addition, the level of cooperation in group activities is also low, as seen from the lack of active participation of students in discussions and joint assignments. This condition shows that learning in the classroom is not fully effective in instilling the values of social care (Nudin, 2020). Students show uncaring behavior, have a low level of cooperation, and are indifferent to the social environment, which indicates problems in the development of attitudes of care, togetherness, and social responsibility among students. The factors that cause low social concern among students include a teacher-centered learning approach and a lack of activities that actively involve students in the learning process. The monotonous and memorization-oriented learning pattern makes students lack experience that can foster empathy, cooperation, and social responsibility. Therefore, a more interactive and relevant learning approach is needed to the real situation of students (GÜLER, 2019). The low social concern of students is caused by a teacher-centered learning approach, lack of student involvement in learning activities, and a monotonous and memorization-oriented learning pattern.

The solution needed is the application of a learning approach that is more interactive and relevant to real situations to foster student empathy, cooperation, and social responsibility. One of the approaches that is considered able to answer this challenge is the Problem Based Learning (PBL) model. This model puts students in situations that involve real problems thus encouraging them to think critically, work together, and find solutions. In the context of grade VI students of UPTD SD Negeri 06 Asam Jawa, the implementation of PBL can directly help overcome the low initiative to help friends, increase cooperation in groups, and foster an attitude of concern for the social environment. For example, PBL can be designed to involve students in problem-solving such as how to help friends who have difficulty learning or create a more harmonious classroom environment (Saad & Zainudin, 2022).

The Problem Based Learning (PBL) model is an effective approach to encourage students to think critically, work together, and find solutions through real problem solving. In grade VI students of UPTD SD Negeri 06 Asam Jawa, the implementation of PBL can increase initiatives to help friends, group cooperation, and social concern. In addition, PBL provides a space for students to learn through experience, so that they can internalize social values more deeply. In PAI learning, the application of PBL allows students to learn religious material while understanding its relevance in daily life. For example, students can be invited to discuss real cases that require social care, such as helping friends in need or maintaining a clean school environment. Through this process, the values of social care are not only taught theoretically, but also practiced directly. This class action (PTK) research aims to identify the extent to which the implementation of PBL can increase social awareness of grade VI students of UPTD SD Negeri 06 Asam Jawa.

This research was carried out systematically through several cycles, with the hope of having a real positive impact on the development of students' character. By implementing PBL, teachers can create a learning atmosphere that is more interesting, interactive, and relevant to students' real lives. This is expected to be an alternative solution for PAI teachers in overcoming the problem of low social concern of students. More broadly, this research also has relevance to efforts to improve the quality of education in general. In the era of globalization which is characterized by various social challenges, instilling social awareness from an early age is very important. Students who have social concern are expected not only to become academically outstanding individuals, but also to be able to make a positive contribution to society.

More broadly, this research also has relevance to efforts to improve the quality of education in general. In the era of globalization which is characterized by various social challenges, instilling social awareness from an early age is very important. Students who have social concern are expected not only to become academically outstanding individuals,

but also to be able to make a positive contribution to society. Thus, this research not only aims to improve PAI learning in class VI UPTD SD Negeri 06 Asam Jawa, but also to support the development of students' character as a whole. The results of this research are expected to be a foothold for teachers, schools, and other stakeholders in improving the quality of character education in elementary schools.

METHODS

The subject of this study is grade VI students at UPTD SD Negeri 06 Asam Jawa, Rorgamba District, South Labuhanbatu Regency, 2024/2025 school year, consisting of 30 students (16 males and 14 females). This subject was chosen because it was found that the problem of low social concern of students in learning activities and daily interactions, as well as their development stage is appropriate for the application of the Problem Based Learning (PBL) model, which emphasizes cooperation, problem solving, and empathy. Initial observations showed that students were less active in discussing and sensitive to the needs of their peers. This research is expected to be able to increase students' social awareness and contribute to the quality of Islamic Religious Education (PAI) learning.

Data Collection Instruments The instruments used to collect data include: 1) Social Awareness Questionnaire, using the Likert scale to measure students' level of cooperation, empathy, and social responsibility; 2) Observation Sheet: Record students' behavior during the learning process, such as participation in groups, initiatives to help friends, and caring attitudes towards the social environment; 3) Interview Guide: Explore students' experiences related to the implementation of PBL and changes in their social attitudes; 4) Written Test (Pre-test and Post-test): Measure the level of students' understanding of PAI material before and after the implementation of PBL; 5) Documents, in the form of photos, videos, or student work to support research findings.

Research Procedure. This research was carried out in two cycles with the following steps. Cycle I: 1) Identifying students' social care problems in PAI learning; 2) Determine problem-based learning themes that are in accordance with PAI materials; 3) Prepare a PBL-based Learning Implementation Plan (RPP) with the following steps: orientation to problems, group discussions, problem solving, and presentation of results; 4) Prepare data collection instruments, including observation sheets to record student behavior, questionnaires to measure social concerns, interview guides to delve into student experiences, and pre-test questions to measure initial understanding: 1) The teacher begins learning by presenting relevant and interesting problems; 2) Students work in groups to discuss and find solutions to given problems; 3) The teacher acts as a facilitator, providing direction if needed.

Observing student interaction during group discussions, recording social care indicators such as empathy, cooperation, and social responsibility, Record findings using observation sheets and visual documentation (photos or videos), Reflections: 1) Analyzing data from observations, questionnaires, and tests; 2) Identify successes and obstacles in the implementation of PBL learning; 3) Design improvements for the next cycle, such as providing examples of problem solutions or improving group dynamics. 2. Cycle II: a. Planning: 1) Revise the lesson plan based on the reflection of cycle I, adjusting to the needs of students to increase their involvement; 2) Improve the instrument if necessary, such as adding more detailed observation indicators. Implementation: 1) Implementing PBL-based learning that has been improved, by emphasizing the active role of students in group discussions; 2) Providing wider opportunities for students to show initiative and creativity in solving problems c. Observation: 1) Monitoring student behavior during the learning process; 2) Recording an increase in social awareness compared to cycle I. 3) Documenting learning outcomes in more detail.

Reflection: 1) Comparing data from cycles I and II to assess the effectiveness of actions; 2) Draw conclusions about the impact of PBL-based learning on students' social concerns. D. Data Analysis Techniques: 1) Quantitative Analysis: 1) Paired Sample T-test (Paired Sample T-test) Used to measure the difference in students' pre-test and post-test scores in each cycle. Pre-test and post-test data will be analyzed to determine the significance of changes in students' understanding of PAI materials and their social concerns; 2) Descriptive analysis to calculate the average and percentage of changes in students' attitudes of social care based on the results of questionnaires and written tests. The results of this analysis were used to see patterns of change in students' social behavior. 2. Qualitative Analysis. Thematic analysis is used to evaluate observation and interview data. The main themes that emerge from the qualitative data will be categorized to provide an in-depth understanding of increasing students' social awareness. Data Triangulation: Conducted by comparing results from various data sources, such as questionnaires, interviews, and observations.

This aims to ensure the validity of the data and find a match between quantitative and qualitative results. Member Checking: Conducted by confirming the findings to students and teachers to ensure that the interpretation of the data is in accordance with their experience

RESULTS

The implementation of the Problem-Based Learning (PBL) model in teaching Pendidikan Agama Islam (PAI) at UPTD. SD Negeri 06 Asam Jawa, Kecamatan Torgamba, Kabupaten Labuhanbatu Selatan, resulted in a noticeable improvement in students' social awareness. Prior to the introduction of the PBL method, students demonstrated a basic understanding of social responsibility but lacked a deeper connection to how these concepts could be applied in their daily lives. The pre-test results showed that while students were familiar with concepts like helping others and showing empathy, they had limited opportunities to engage in activities that could develop these values further.

After applying PBL in the classroom, the post-test results revealed a significant increase in students' understanding of social issues and their willingness to engage in social responsibility. Students were more aware of the importance of helping others, showing compassion, and working collaboratively in society. The PBL model encouraged students to explore real-world problems, such as poverty, inequality, and the importance of kindness, which helped them understand how to be active and compassionate members of their community. The post-test scores were higher than the pre-test scores, indicating that PBL helped students internalize and act on the moral teachings they had learned in class. Through the PBL approach, students were given the opportunity to work on group projects, where they had to collaborate with their peers to solve problems related to social issues. These activities allowed students to develop a stronger sense of social responsibility and teamwork.

Students worked together to come up with solutions for real-life issues, such as how to support orphans, provide for the less fortunate, and show care for their environment. As a result, they developed a greater appreciation for social values and their role in contributing positively to society. The collaborative nature of PBL fostered a sense of community among the students, making them more willing to engage in group efforts and to consider the well-being of others. Furthermore, the students demonstrated an increased ability to reflect on their own behavior and the impact they could have on others. Through discussions and reflection activities, students were encouraged to think critically about their actions and how they could demonstrate kindness, compassion, and empathy in their daily lives.

This level of self-reflection was essential in developing their social awareness, as they began to recognize the importance of being considerate and actively contributing to

the betterment of their community. Teachers observed a marked improvement in the students' behavior, noting that they were more cooperative, respectful, and caring toward their peers and teachers. The teacher's role as a facilitator in this PBL-based learning process was vital to guiding students through the problem-solving activities and ensuring they could connect the lessons to real-world applications. The teacher helped students frame problems related to social issues and provided them with the tools to think critically and come up with solutions.

This approach empowered students to take ownership of their learning and social development, enabling them to practice the values they learned in class in practical situations. The teacher also played an essential role in ensuring that the discussions remained focused and productive, guiding students toward deeper insights and better understanding of social responsibility. In conclusion, the application of the Problem-Based Learning (PBL) model successfully enhanced students' social awareness in Pendidikan Agama Islam (PAI) at UPTD. SD Negeri 06 Asam Jawa.

Through the PBL method, students not only gained a better understanding of social issues but also developed a stronger sense of empathy, responsibility, and teamwork. The increase in students' ability to engage with social issues and reflect on their behavior indicates that PBL is an effective approach to fostering social responsibility in students. These findings suggest that PBL can be a powerful tool in promoting not only academic achievement but also personal and moral growth, which is essential for creating responsible and compassionate members of society.

DISCUSSION

The application of the Problem-Based Learning (PBL) model at UPTD. SD Negeri 06 Asam Jawa in teaching Pendidikan Agama Islam (PAI) has proven to be an effective strategy in enhancing students' social awareness. Before the implementation of the PBL model, students had a general understanding of social responsibility, but it was not deeply ingrained in their daily actions or decision-making. The pre-test results demonstrated that while students could recognize the concept of helping others, they had limited practical application in their behavior. The introduction of PBL transformed this understanding by giving students the opportunity to engage with real-world problems and collaborate on finding solutions.

The key strength of PBL in this context was the active involvement of students in group discussions and problem-solving activities. As students worked together to address issues such as poverty, social inequality, and kindness, they were able to apply the concepts they learned in PAI to real-life scenarios. This approach created a deeper, more personal connection to the material, as students recognized how their actions could make a tangible impact on their communities. The group-oriented nature of PBL also fostered a sense of collective responsibility, which further reinforced the importance of social solidarity and caring for others. Students were able to reflect on their own roles in society and develop a stronger sense of duty toward helping those in need.

Moreover, the collaborative learning environment created by PBL allowed students to engage in critical thinking and empathy. By discussing social issues within groups, students were able to consider multiple perspectives and develop a deeper understanding of the challenges others face. This not only enhanced their intellectual understanding but also encouraged emotional growth, as students learned to empathize with others and recognize their shared responsibility in addressing societal issues. Through this process, students developed important interpersonal skills such as communication, cooperation, and conflict resolution, which are essential in fostering positive relationships within the community. The success of the PBL model can also be attributed to the teacher's role as a facilitator.

The teacher guided the students through problem-solving activities, helping them focus on real-world problems and guiding them to apply Islamic values in their

discussions. By providing clear instructions, offering resources, and encouraging reflection, the teacher was able to create an environment in which students could take ownership of their learning. This approach allowed students to move beyond rote memorization and engage with the material on a deeper level, making their learning more meaningful and impactful. The teacher's facilitative role also encouraged students to take initiative and collaborate with their peers, empowering them to become more proactive in their learning process. In conclusion, the PBL model significantly contributed to improving students' social awareness by creating a learning environment that was both engaging and reflective of real-life challenges.

The model's emphasis on collaborative problem-solving allowed students to internalize the values taught in PAI and apply them meaningfully in their daily lives. Furthermore, the success of this approach highlights the importance of using active learning strategies in fostering both academic growth and personal development. By continuing to implement PBL in the classroom, educators can promote not only academic achievement but also social responsibility and emotional intelligence, which are crucial in developing well-rounded and empathetic individuals.

CONCLUSION

Based on the results of the research that has been carried out through two cycles of action, it can be concluded that the application of the Problem Based Learning (PBL) method is effective in increasing the social awareness of grade VI students at UPTD SD Negeri 06 Asam Jawa. The main conclusions that can be drawn are: 1) Increasing Student Social Awareness. The PBL method has a significant positive impact on students' social concern, which can be seen from the increase in the social concern questionnaire score from 65 (sufficient category) in Cycle I to 82 (good category) in Cycle II. In addition, the percentage of students who showed cooperation and empathy increased from 60% in Cycle I to 85% in Cycle II; 2) Effectiveness of the Problem Based Learning (PBL) Method The application of the PBL method helps students understand the importance of cooperation, empathy, and social responsibility. Students show improvement in critical thinking, active participation, and collaborative problem-solving skills; 3) Improvement of Learning Atmosphere The results of observation and documentation show that the atmosphere of group discussions becomes more harmonious, productive, and interactive in Cycle II compared to Cycle I. This is influenced by the improvement of learning strategies, such as giving concrete examples and more evenly distributing tasks; 4) Positive Student Response. Interviews with students showed that they felt more comfortable and motivated by the PBL method. Students also realize the importance of social care in daily life, which is one of the goals of this research. B. Suggestions Based on the results of the research and reflection that has been carried out, the following are suggestions that can be given: 1) For teachers, teachers are advised to continue to use the Problem Based Learning method in learning, especially in materials that aim to build students' social character, teachers need to ensure that the themes or problems presented are relevant to students' daily lives so that students can more easily understand and be motivated to participate, In the implementation of group discussions, teachers must pay attention to the equal division of tasks and provide clear guidance so that all students are actively involved. 2) For students, students are advised to continue to develop the skills of cooperation, empathy, and social responsibility that have been acquired through problem-based learning, Students are expected to be able to apply the values of social care not only at school, but also in daily life, both in the family and the community environment.

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