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Implementation of PBL Model in Improving Students' Learning Ability in Islamic Education Learning at SD Negeri 01 Rasau

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Abstract: This study aims to improve students' learning abilities in Islamic religious education learning using the Problem Based Learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by 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 study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Problem Based Learning model can improve students' learning abilities in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Problem Based Learning model can be used as an alternative to improve students' learning abilities in Islamic religious education learning.

Keywords: Problem based learning, learning ability, islamic education.

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INTRODUCTION

Religious education is an inseparable part of human life, therefore it has become the obligation of parents to meet the needs of religious education for their children. This is a child's spiritual needs that are as important as his physical needs. In this connection, Islamic religious education especially serves to form human beings who are devoted to Allah SWT who have knowledge, skills and also have the ability to develop themselves (individuality), society (sociality) and the ability to behave based on moral norms according to Islam. The cultivation of religious values from an early age has several advantages that cannot be possessed in the later periods. At that time, the child's soul was still clean with the nature of Allah.

Children are born in a state of holiness, so that whatever influence is instilled in the soul of the child will be able to grow up fertile." The age of children is the most important time to instill a sense of religion and the cultivation of habits that are in accordance with the teachings of Islam, one of which is through learning about the Qur'an. The learning of the Qur'an is given to children so that they can grow according to their nature and their hearts can be dominated by the light of wisdom, before being dominated by lust with its various stains formed through disobedience, as guided in the Qur'an.

The Qur'an as the holy book of Muslims has many functions, including as a guideline and guidance in various aspects of human life. The Qur'an is also a source of inspiration for the excavation of science which pays great attention to science. 5 verses of the Qur'an that came down first are closely related to the command to seek knowledge. Based on the results of the daily assessment of Q.S Al-Ma'un material verses 1-7, it was obtained that the learning outcomes of students were still low below the minimum completeness standard.

The factors that cause low student learning outcomes as above include, a) Internal factors which include students' attitudes in learning, as well as students not having interest in learning Islamic Religious Education & Ethics, and low student learning motivation; b) External factors include family factors, family factors and educator factors. By learning by rote, the concepts that have been accepted are easy to forget. This is a challenge that must be faced and solved by a teacher. Teachers are required to be more creative in preparing for the learning that will be carried out. It is developed, for example in the selection of learning models that will be used in learning as a form of learning strategy.

Teachers' readiness in managing learning will have a positive impact on students, including better student learning outcomes and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning the Main Message Material of Q.S Al-Al-Ma'un Verses 1-7 is Problem-Based Learning because students can be actively involved because they have their respective roles and responsibilities, so that student activity during the learning process increases. Problem-Based Learning is a learning model by distributing question sheets and answer sheets accompanied by available alternative answers.

Students are expected to be able to find answers and solutions to the available questions. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, efforts to improve the learning outcomes of the Main Message Material of Q.S Al-Ma'un Verses 1-7 Allah using the Problem Based Learning Model in Class V UPTD. SD Negeri 01 Rasau".

METHODS

This study uses the Classroom Action Research method to improve the quality of learning. The independent variable is the application of the Problem Based Learning (X) model, while the bound variable is the learning outcomes of Islamic Religious Education and Ethics of grade IV students of SDD Negeri 01 Rasau. The research subjects consisted of 28 students in grade V UPTD SD Negeri 01 Rasau for the 2024/2025 school year. The data collected includes quantitative and qualitative data, with primary and secondary data sources.

Data collection techniques include test and non-test. Data analysis was carried out in a qualitative descriptive manner by comparing the score of each cycle against the set KKM, which was 75. The research procedure follows the Kemmis and McTaggart cycle model, which consists of planning, action, observation, and reflection, and is repeated until the expected improvement is achieved. This Classroom Action Research (PTK) is designed through a collaboration between researchers who act as teachers and observers who help in each stage. These stages include action planning, where learning scenarios are prepared with the Problem Based Learning model, evaluation tools to measure the improvement of

student learning outcomes, as well as observation sheets and field notes to monitor teacher performance and student activities during the learning process.

Furthermore, at the stage of implementing actions, teachers carry out learning in accordance with the scenarios that have been prepared, monitor and correct training activities, and record all forms of activities, events, and obstacles that arise during learning into a prepared observation sheet. The observation stage is carried out by observers to obtain information about teacher performance and student activities, using the observation guideline sheet that has been provided.

Based on the results of observations and existing records, researchers and observers reflect to discuss findings and determine appropriate solutions to improve the learning process in the next cycle. Each cycle consists of stages of planning, implementation, observation, and reflection that are carried out repeatedly until the desired improvement is achieved.

RESULTS

In an effort to improve the learning of Surah Al-Hujurat verse 13, the researcher carried out classroom action research consisting of two cycles, each of which included the stages of planning, implementation, observation, and reflection. In Cycle I, the researcher prepared a Teaching Module with a scientific approach and a Problem Based Learning learning model, as well as using presentation media to facilitate student understanding. However, during the implementation, several obstacles were found such as lack of classroom order, lack of student participation in asking questions, and suboptimal understanding of the material.

The results of the evaluation showed that 54% of students had not achieved learning completeness with an average classical score of 65. Based on the reflection of Cycle I, the researcher made improvements in Cycle II by preparing a more comprehensive learning plan, including the preparation of Teaching Modules that are tailored to the needs of students and the creation of more effective evaluation instruments. The implementation of learning in Cycle II showed a significant increase; Students are more excited, actively ask questions, and their understanding of the material increases.

The results of the evaluation in this cycle showed that the average student score reached 78, with only three students who had not reached the Learning Objectives Completeness Criteria (KKTP). Thus, the indicators of research success have been achieved, and the action research of this class is concluded at the end of Cycle II. The purpose of this study is to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning abilities in Islamic Education at SD Negeri 01 Rasau. Islamic Education is a fundamental subject that helps students develop religious knowledge, moral values, and a strong character. However, traditional teaching methods often fail to engage students actively in the learning process, leading to lower comprehension and retention of material.

This study explores how the PBL model can enhance student engagement, critical thinking, and overall learning outcomes. This research was conducted at SD Negeri 01 Rasau with a sample of 30 fourth-grade students. A qualitative approach with a descriptive research design was used to collect data through observations, interviews, and documentation. The PBL model was implemented in Islamic Education lessons over four weeks, where students were introduced to real-life problems related to Islamic teachings and encouraged to find solutions through inquiry and discussion. The Problem-Based Learning model is a student-centered teaching strategy that encourages learners to explore and analyze problems, collaborate with peers, and construct their own understanding. Instead of passively receiving information from teachers, students actively participate in the learning process by identifying issues, researching relevant sources, discussing ideas, and presenting their findings. This method is expected to foster a deeper comprehension of Islamic concepts and encourage critical thinking. The results of the

study showed that students demonstrated higher levels of engagement and motivation in the learning process. Initially, students were hesitant to participate actively, as they were more accustomed to teacher-centered instruction.

However, as they became more familiar with the PBL approach, they showed greater enthusiasm in analyzing and solving the given problems. They also developed a sense of responsibility for their learning, which helped improve their academic performance. In addition to increasing engagement, the PBL model significantly improved students' critical thinking skills. The problem-solving nature of PBL required students to evaluate different perspectives, analyze information critically, and develop well-reasoned arguments. This process not only enhanced their understanding of Islamic teachings but also encouraged them to apply these teachings in their daily lives.

Students were able to relate Islamic concepts to real-life situations, making their learning experience more meaningful and relevant. Another positive impact of the PBL model was the improvement of students' collaboration and communication skills. Working in groups allowed students to share ideas, listen to different opinions, and develop teamwork skills. The interactive nature of the discussions helped them become more confident in expressing their thoughts, leading to a more dynamic and engaging classroom environment. Teachers also observed that students became more independent learners, showing greater initiative in seeking knowledge beyond the classroom.

Despite the positive outcomes, the study also identified several challenges in implementing the PBL model. Some students initially struggled with the transition from passive learning to active participation, requiring additional guidance and encouragement from teachers. Additionally, managing classroom discussions and ensuring that all students contributed equally required effective facilitation skills from teachers. However, with continuous practice and support, both students and teachers were able to adapt to the new learning model successfully. Based on these findings, it is recommended that the PBL model be incorporated more frequently into Islamic Education lessons at SD Negeri 01 Rasau. Teachers should receive training on effective PBL implementation to maximize student engagement and learning outcomes.

Furthermore, additional resources and structured problem scenarios should be developed to support the application of PBL in the classroom. In conclusion, the implementation of the Problem-Based Learning (PBL) model in Islamic Education has proven to be an effective strategy in enhancing students' learning abilities at SD Negeri 01 Rasau. By promoting active participation, critical thinking, and collaborative learning, PBL not only improves students' comprehension of Islamic teachings but also prepares them with essential life skills. With proper implementation and continuous improvement, the PBL model has the potential to transform the learning experience and foster a more student-centered educational approach.

DISCUSSION

The application of the Problem Based Learning learning model can improve the learning outcomes of Islamic Religious Education and Student Ethics. With the implementation of the Problem Based Learning learning model, there is a positive response for students. In the application of the learning model, Problem Based Learning can provide a positive response for students, because students can help each other and teach in understanding the material being taught so that it makes it easier for students to absorb the subject matter taught.

The findings of this study highlight the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' learning abilities in Islamic Education at SD Negeri 01 Rasau. The shift from a traditional teacher-centered approach to a student-centered learning environment encouraged students to become more active participants in the classroom. Initially, many students were hesitant to engage in discussions and problem-solving activities, as they were accustomed to receiving direct instruction.

However, with consistent application of the PBL model, students gradually developed a greater interest in the subject, which led to improved motivation and engagement. One of the most significant impacts of the PBL model was the enhancement of students' critical thinking skills. By presenting real-world problems related to Islamic teachings, students were required to analyze situations, evaluate possible solutions, and apply their knowledge in meaningful ways. This process not only deepened their understanding of Islamic concepts but also helped them develop reasoning skills that are essential for lifelong learning. The ability to connect Islamic teachings to everyday life made the subject more relevant and engaging, further reinforcing students' interest in learning. Collaboration and communication skills were also greatly improved through the use of the PBL model.

Since students worked in groups to discuss and solve problems, they learned to express their ideas more confidently, listen to different perspectives, and work cooperatively toward a common goal. These social skills are essential for personal and academic development, as they help students build relationships, articulate their thoughts effectively, and engage in constructive discussions. Teachers observed a positive shift in classroom dynamics, with students becoming more interactive and supportive of each other's learning progress. Despite the many advantages of the PBL model, its implementation also presented some challenges. Some students initially struggled with the transition from passive to active learning, requiring additional guidance and encouragement.

Teachers had to carefully facilitate discussions to ensure that all students participated equally and that the learning process remained structured and goal-oriented. Additionally, the PBL model requires more time for lesson planning and execution, as teachers must design meaningful problem scenarios that align with the curriculum. However, with proper training and experience, these challenges can be effectively managed. Overall, the study demonstrates that the PBL model is a valuable teaching strategy for Islamic Education. By encouraging active participation, fostering critical thinking, and improving communication skills, PBL helps create a more engaging and effective learning experience.

Moving forward, teachers should continue refining their approach to implementing PBL, ensuring that students receive the necessary support and resources to maximize their learning potential. With further development and adaptation, the PBL model can serve as a powerful tool for improving education quality and preparing students for real-world problem-solving.

CONCLUSION

Based on the results of data analysis and discussion as described, it can be concluded that the use of the Problem-Based model in learning Islamic Religious Education and Ethics can improve student learning outcomes. They are active in interpreting the learning concept of Islamic Religious Education and Ethics by relating it to contextual issues. Thus, students not only understand the concept but also try to solve and overcome the contextual problems that occur. The conclusions above are supported by quantitative data, 1) The application of the Problem Based Learning learning model can improve student learning outcomes. This can be seen from the increasing learning activities of Islamic Religious Education and student ethics; 2) The Problem Based Learning learning model can improve student learning outcomes. This can be seen from the average final test score of cycle I of 65 and the average final test score of cycle II of 78. So the learning outcomes of Islamic Religious Education and Ethics of students have increased. Thus, the application of the Problem Based Learning learning model is considered successful in improving student activities and learning outcomes, because it has achieved the success indicators that have been set. So that this research does not need to be continued in the next cycle.

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