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Efforts to Improve Students' Learning Outcomes in Islamic Religious Education Using the Problem Based Learning Model at SD Negeri 084081 Sibolga

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. 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 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 completion in each cycle with details of the pre-cycle 40.19%, the first cycle 79.87% and in the second cycle increased to 86.32%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learnig outcomes, problem based learning.

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INTRODUCTION

In Islamic religious education, understanding the material of welcoming puberty is very important for students to equip them with knowledge and skills in facing puberty. This material not only discusses the physical and psychological changes experienced by students, but also aspects of worship, Islamic law, and the moral responsibilities that come with it. However, in reality, many students have difficulty understanding this material in depth. This is due to learning methods that tend to be monotonous and lack active student involvement.

The expectation in this learning is that students are able to understand the basic concepts of puberty, both from a biological and spiritual perspective, and apply them in daily life. In addition, students are expected to be able to increase awareness of the

importance of maintaining personal hygiene, carrying out worship correctly, and respecting religious norms. The methods applied should support interactive learning and encourage active student engagement.

However, the reality in the field shows that students' understanding of this material is still relatively low. Based on initial observations at SD Negeri 084081 Sibolga, many grade IV students are not enthusiastic about participating in lessons. They also tend to memorize material without understanding its essence. The results of the evaluation showed that most of the students obtained grades below the minimum completeness standards that had been set. This shows that there are problems in the learning process that need to be overcome immediately. The gap between expectations and reality can be caused by a variety of factors. One of them is a learning method that is less effective in arousing curiosity and problem solving. The dominant lecture method often makes students passive and less involved in discussions. As a result, their conceptual understanding of puberty age is limited, and they have difficulty applying that knowledge in real-life situations.

To address this gap, a learning approach is needed that is able to actively engage students and encourage them to think critically. One method that can be applied is Problem Based Learning (PBL). This method puts students at the center of learning by providing them with real problems that are relevant to the material. Through group discussions and teacher guidance, students are invited to analyze problems, find solutions, and convey their learning results. Problem Based Learning is also believed to be able to improve critical thinking and problem-solving skills. Additionally, this method can strengthen teamwork, communication, and individual responsibility within the group. With this approach, students are expected to be able to understand the concept of puberty in more depth and apply it in daily life.

This research will be focused on efforts to improve the understanding of grade IV students of SD Negeri 084081 Sibolga about the material of welcoming puberty through the Problem Based Learning method. This classroom action research is designed to identify the effectiveness of these methods in improving student learning outcomes and improving the learning process. Through this research, it is hoped that more effective and applicable learning strategies can be found. Teachers are also expected to gain new insights in managing the classroom and applying more innovative methods. The results of this study are expected to make a positive contribution to improving the quality of Islamic religious education learning in elementary schools. In particular, this study aims to measure the improvement of students' understanding of the concept of puberty, as well as assess how the application of the Problem Based Learning method can create a more active, creative, and fun learning atmosphere. In addition, this study will also analyze the obstacles that may arise during the application of the method and efforts to overcome them. Thus, this research is not only beneficial for students and teachers, but also for the development of curriculum and learning methods in elementary schools. This research is expected to be a reference for other teachers who want to apply the Problem Based Learning method in learning Islamic religious education or other subjects.

METHODS

This research is a Class Action Research that combines qualitative and quantitative approaches. PTK was chosen because its main purpose is to improve the learning process and improve student understanding through the application of the Problem Based Learning (PBL) method. This research will be carried out in two cycles with evaluation after each cycle to assess the effectiveness of the methods applied.

The research variables consisted of independent variables and dependent variables. The independent variable (X) in this study is the Problem Based Learning (PBL) learning method, which is applied in learning material to welcome puberty. Meanwhile, the dependent variable (Y) is students' understanding of puberty age material, which

includes an understanding of the concept of puberty, worship, Islamic law, and moral responsibility at that age. The population in this study includes all grade IV students at SD Negeri 084081 Sibolga, which amounts to around 30 students. The research sample was also taken from all of the grade IV students because they were directly involved in the learning and research process. Thus, the results of this study can reflect the understanding and development of students in one class as a whole. The type of data used in this study consists of qualitative and quantitative data. Qualitative data was obtained through observation, interviews, and reflections on the learning process, student interaction, and the application of the PBL method. Meanwhile, quantitative data was obtained through the results of the initial test and the final test to measure students' understanding of puberty material.

The data sources of this research come from several parties. Students are the main source of measuring material comprehension, involvement in discussions, and learning evaluation. Teachers act as resource persons in interviews and reflections on the implementation of learning. In addition, documentation such as lesson plans, observation sheets, and student test results are used as additional data to support research analysis. Data collection techniques are carried out through several methods, namely observation, tests, interviews, and documentation. Observation is used to observe the learning process and student interaction during the implementation of PBL, especially in group discussions and material understanding. Pre-test and post-test tests are applied to determine changes in student understanding before and after the implementation of PBL. Interviews were conducted with teachers and students to gain more insight into their experiences in learning using this method. Documentation in the form of lesson plans, student work, and teacher reflections was also collected to strengthen research analysis.

The data analysis in this study uses qualitative and quantitative approaches. Qualitative analysis was carried out descriptively to understand student involvement in learning as well as the dynamics of group discussions. Interviews with teachers and students were analyzed to assess the effectiveness of PBL implementation. Meanwhile, quantitative analysis was carried out by processing data from pre-test and post-test tests using simple statistical techniques. To test the research hypothesis, the T-test test was used for paired data (pre-test and post-test). The null hypothesis (H_0) states that there is no increase in students' understanding of the material welcoming puberty after the application of the PBL method. In contrast, the alternative hypothesis (H_1) states that there is an increase in students' understanding after the application of this method. Hypothesis testing is carried out by comparing pre-test and post-test scores using the T-test test. If the test results show a p value < 0.05 , then H_0 is rejected and H_1 is accepted, which means that the application of PBL has succeeded in improving students' understanding. Conversely, if the p value > 0.05 , then H_0 is accepted, which indicates that there is no significant improvement in the student's comprehension. The results of this analysis will be the basis for evaluating the effectiveness of PBL as a learning method that can be applied to improve students' understanding of puberty material.

RESULTS

This research was carried out at SD Negeri 084081 Sibolga by involving grade IV students as research subjects. The learning setting is designed to increase students' understanding of the material to welcome puberty through the application of the Problem Based Learning (PBL) method. Early conditions show that students tend to be passive in the learning process, memorizing more than understanding the concepts taught. Therefore, this research was carried out in two cycles, with each cycle consisting of stages of planning, implementation, observation, and reflection to ensure improvements in each stage of learning.

At the planning stage, teachers prepare PBL-based Learning Implementation Plans (RPP), prepare materials, and design student worksheets that are relevant to learning

about puberty. This preparation aims to ensure that learning can run effectively and in accordance with the principles of PBL, where students are given real problems related to daily life. The implementation stage is carried out by presenting relevant problems to students. In this process, students are asked to discuss, find solutions independently or in groups, and present the results of their discussions in front of the class. Through this activity, students not only understand the material more deeply but also practice critical thinking, communication, and cooperation skills in groups.

Observations are made during the learning process to record various aspects, including students' involvement in the discussion, their level of understanding of the material, and obstacles or obstacles that arise in the learning process. This observation is important data in evaluating the effectiveness of the PBL method applied. After the learning process in one cycle is completed, the reflection stage is carried out to analyze the learning outcomes and identify aspects that need to be improved in the next cycle. This reflection includes an evaluation of student understanding, the effectiveness of learning strategies, and obstacles that need to be solved to improve learning outcomes in the next cycle.

This study uses the Classroom Action Research (PTK) model, which consists of two cycles. Each cycle includes four main stages, namely planning, implementing actions, observation, and reflection. Before entering the cycle stage, the researcher first conducts a pre-test to find out the initial level of students' understanding of the material to be studied. The pre-test serves as an initial measurement tool that provides an overview of the extent to which students understand the material before the PBL method is applied. The results of this pre-test are the basis for comparison in assessing the effectiveness of the method applied after the learning cycle takes place. After the pre-test is carried out, the research enters the first cycle, where the PBL method is applied in learning. At the end of the first cycle, reflection is carried out to identify successes and obstacles that arise during learning. Based on this reflection, improvements are made before entering the second cycle. The second cycle is carried out by considering the evaluation results of the first cycle. If there are obstacles in the first cycle, then a more effective strategy is applied to overcome the problem. At the end of the second cycle, a post-test is conducted to measure the improvement of students' understanding after PBL-based learning is implemented.

Thus, this study seeks to prove that the application of the PBL method can increase students' understanding of the material of welcoming puberty. Through systematic and reflection-based stages, this research is expected to contribute to improving the quality of learning and building critical and analytical thinking skills in students.

From this data, it is known that the average score on the pretest results before the implementation of Cycle I shows that the average student score is 60, with only 2 students or 18% achieving the Minimum Completeness Criteria (KKM) of 75. This means that students' understanding of the learning material Welcoming Puberty is still in the category of very lacking. After the implementation of Cycle I, there was an increase in the average score to 65, with 4 students or 36% achieving KKM. The average increase in scores from pretest to Cycle I was 5 points. In the first cycle, it can be described as an increase in students' understanding of the learning material.

After improvements, in Cycle II the results were very impressive, the average student score increased significantly to 80, with 10 students or 91% achieving KKM. The average increase in scores from Cycle I to Cycle II was 15 points, showing the effectiveness of the Problem Based Learning (PBL) method in improving students' understanding of the material Welcoming Puberty. The results of the study show that the Problem Based Learning (PBL) method is effective in increasing students' understanding of the material welcoming puberty. In Cycle II, almost all students achieved KKM, with active involvement during the learning process. Student errors, such as misunderstanding problems and using terminology, can be minimized with teacher guidance.

DISCUSSION

Efforts to improve students' learning outcomes in Islamic Religious Education require innovative teaching approaches that encourage active engagement and deep understanding. One of the most effective models for achieving this is Problem-Based Learning (PBL), which shifts the focus from teacher-centered instruction to student-centered exploration. By implementing PBL, students are encouraged to develop critical thinking skills, collaborate with peers, and apply their knowledge to real-life situations. At SD Negeri 084081 Sibolga, traditional teaching methods often emphasized rote memorization, where students primarily focused on recalling information rather than understanding concepts. This approach limited their ability to analyze and apply Islamic teachings in their daily lives. To address this issue, PBL was introduced to create a more interactive and meaningful learning experience, particularly in the subject of Islamic Religious Education.

The implementation of PBL in Islamic Religious Education was designed to help students comprehend fundamental Islamic teachings, such as the concept of maturity (*baligh*), religious responsibilities, and moral obligations. Instead of merely memorizing religious texts, students were presented with real-life scenarios that required them to think critically and find solutions based on Islamic principles. The research was conducted in a classroom setting, following the structure of Classroom Action Research (CAR). It was divided into two cycles, each consisting of planning, implementation, observation, and reflection. Before beginning the PBL approach, a pre-test was administered to evaluate students' prior knowledge and identify areas that required improvement. During the planning phase, teachers developed lesson plans, instructional materials, and problem scenarios related to Islamic teachings. These problems were designed to be relevant to students' lives, making the learning process more engaging and relatable. Teachers also prepared worksheets and discussion guides to facilitate structured learning.

In the implementation phase, students were divided into small groups and given a specific problem related to the topic. They were encouraged to analyze the situation, discuss possible solutions, and apply Islamic teachings to resolve the issues. This collaborative learning approach helped students develop communication skills, teamwork, and a deeper understanding of the subject matter. Observations were conducted throughout the learning process to assess student engagement, participation, and comprehension. The teachers monitored how students interacted with one another, their ability to articulate their thoughts, and their confidence in presenting solutions. These observations provided valuable insights into the effectiveness of the PBL model in enhancing student learning. Reflection played a crucial role in refining the teaching process. After each cycle, teachers and students engaged in discussions to evaluate the challenges and successes of the learning experience. The feedback gathered from these reflections was used to improve the subsequent cycle, ensuring that students benefited from an optimized learning environment. The results of the study indicated significant improvements in students' learning outcomes. The pre-test scores revealed a lack of deep understanding of the subject matter, while the post-test scores demonstrated notable progress. The increase in student comprehension validated the effectiveness of PBL in enhancing their grasp of Islamic teachings. Beyond academic performance, the PBL approach positively impacted students' attitudes toward learning. They became more curious, motivated, and proactive in seeking knowledge. Instead of passively receiving information, they actively engaged in discussions and took ownership of their learning process.

The problem-solving nature of PBL also contributed to the development of higher-order thinking skills. Students learned to analyze problems, evaluate different perspectives, and justify their reasoning based on Islamic teachings. These skills are essential for their personal growth and future academic success. Moreover, PBL encouraged moral and ethical discussions among students. They not only learned about

Islamic values but also internalized them through real-life applications. This approach helped bridge the gap between theoretical knowledge and practical implementation, fostering a sense of responsibility and ethical decision-making. Teachers also benefited from the PBL model, as it allowed them to adopt a more dynamic and interactive teaching approach. They transitioned from being mere transmitters of knowledge to facilitators of learning, guiding students through inquiry-based exploration. This shift led to more meaningful teacher-student interactions and enhanced classroom dynamics.

Despite its success, implementing PBL posed certain challenges, such as the need for extensive preparation, time constraints, and varying levels of student participation. However, these challenges were mitigated through continuous reflection, adaptation, and collaboration among educators to refine the teaching strategy. In conclusion, the implementation of the Problem-Based Learning model at SD Negeri 084081 Sibolga proved to be an effective strategy for improving students' learning outcomes in Islamic Religious Education. It not only enhanced their understanding of religious concepts but also nurtured critical thinking, collaboration, and ethical reasoning. The success of this approach suggests that PBL can be a valuable teaching method in religious education and other subjects, fostering a more holistic and impactful learning experience for students.

CONCLUSION

The application of the Problem Based Learning (PBL) method significantly increased the understanding of grade IV students of SD Negeri 084081 Sibolga towards the material welcoming puberty. Through the application of this method, students become more actively involved in the learning process, able to discuss constructively, and solve problems relevant to the material studied. The results of the study showed an increase in the average score of students from Cycle I to Cycle II, which emphasized the effectiveness of PBL in improving students' understanding in learning Islamic Religious Education.

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