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Efforts to Improve Students' Learning Outcomes by Using the Problem Based Learning Model in Islamic Education and Character Subjects at SD Negeri 084085 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 77.87% and in the second cycle increased to 88.32%. 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

Education is an effort to educate the nation's life so that every individual can develop into a complete human being and have the spirit of Pancasila. This is in accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which states that national education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life. The main goal of education is to develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. Apart from being a means to educate the nation's life, education also has an important role in improving the quality of human resources to achieve the expected progress. Therefore, the learning process must be designed in such a way that it is able to optimally improve the quality of students' understanding and skills. Based on the results of the daily tests that have been

carried out, it is known that the learning outcomes of students in the Asmaul Husnah material are still low and have not reached the minimum standard of completeness. This shows that the learning that takes place has not been effective in improving students' understanding of the material.

Some of the factors that cause low student learning outcomes include low students' cognitive ability in understanding material concepts, learning processes that tend to be monotonous and boring, and lack of student motivation in learning. These factors are the main obstacles in achieving optimal learning outcomes. One of the main causes of students' difficulties in understanding Asmaul Husnah material is the learning method that still focuses on memorization. The learning process that only relies on memorization causes students to easily forget the concepts that have been learned. This is a challenge for teachers to find solutions and innovations in learning so that students are more active and understand the material better. To overcome these problems, teachers need to be more creative in designing and implementing learning. One way that can be done is to choose the right learning method as part of the learning strategy. Teachers' readiness in managing learning will have a positive impact on students, especially in improving learning outcomes in accordance with the indicators to be achieved.

The learning method that can be applied in Asmaul Husnah material is Problem Based Learning (PBL). This method allows students to be actively involved in the learning process by having their own roles and responsibilities, so that they can increase their participation during learning. Problem-Based Learning is a teaching method that provides students with real problems that must be analyzed and solved. In this process, students are given questions and several alternative solutions that can be chosen. They are then asked to find the best solution by discussing, thinking critically, and applying the concepts they have learned to real situations.

Based on the importance of innovation in learning, this research was conducted with the aim of improving student learning outcomes on Asmaul Husnah material through the application of the Problem Based Learning method. By using this method, it is hoped that students can better understand the concept of Asmaul Husnah more deeply and applicatively. In this study, there are several restrictions that need to be considered. First, the research was only conducted on grade V students of SD Negeri 084085 Sibolga. Second, this research focuses on the application of the Problem Based Learning method in Islamic Religious Education and Ethics subjects, especially in the Asmaul Husnah material. Third, this study only focuses on the influence of the application of the PBL method on student learning outcomes. Fourth, this research was conducted in two cycles to see the development of student learning outcomes gradually. Based on the background of the problems that have been described, this study is designed to answer the main question: "How can the application of Problem Based Learning (PBL) learning methods improve student learning outcomes in Asmaul Husnah material in grade V of SD Negeri 084085 Sibolga?" This question is the basis for the implementation of research and analysis of the results obtained later.

The main purpose of this study is to improve student learning outcomes on Asmaul Husnah material by using the Problem Based Learning learning method. With the application of this method, it is hoped that students will not only be able to memorize, but also understand the meaning of Asmaul Husnah and apply it in daily life. This research has various benefits, both for researchers, students, and schools. For researchers, this research is expected to contribute to increasing learning effectiveness and helping to improve student learning outcomes on Asmaul Husnah material. In addition, this research can be a reference for teachers in implementing learning alternatives that are more active, creative, effective, and fun. For students, this research is useful in improving their understanding of the concept of Asmaul Husnah. With a more interactive and problem-based approach, students will more easily understand the material and be able to relate it to real life. Thus, learning is not only a memorization, but also a meaningful learning experience. With this research, it is hoped that the problem-based learning method can be a solution in

improving student learning outcomes in Asmaul Husnah material. Through a more active approach and involving students directly in problem solving, it is hoped that students can gain a deeper understanding and be able to apply the knowledge they learn in their daily lives.

The type of research used in this study is Classroom Action Research. Classroom Action Research is a reflective study conducted by teachers as actors of action to improve the quality of learning, deepen understanding of the methods applied, and improve ongoing learning conditions. In this study, the approach used is a qualitative approach that allows researchers to dig deeper into the effectiveness of the Problem Based Learning (PBL) method in improving student learning outcomes. This study has two main variables. The independent variable is the application of the Problem Based Learning (PBL) learning method, which is used as the main strategy in learning. While the bound variable is the learning outcomes of students in the Asmaul Husnah material, which is measured through tests before and after the application of the PBL method. With these two variables, the study aims to see if there is an increase in student understanding after the application of the PBL method.

The population in this study includes all grade V students of SD Negeri 084085 Sibolga in the 2024/2025 school year. Population is a group that has certain characteristics that are the target of research. From the population, a sample consisting of 12 students was taken, with a composition of 6 male students and 6 female students. This sample was chosen as a representation of the population to obtain data that can be analyzed regarding the effectiveness of PBL methods in improving student learning outcomes. In this study, the data collected consisted of quantitative and qualitative data. Quantitative data includes student learning outcomes obtained from test scores and assignments. Meanwhile, qualitative data was obtained through observation of the implementation of the PBL method, in order to understand the extent to which this method is able to increase student involvement and understanding in learning. These two types of data are used to provide a more complete picture of the effectiveness of the implementation of PBL in Asmaul Husnah learning. The data sources in this study come from two main parties, namely students and teachers. Grade V students of SD Negeri 084085 Sibolga are the main source of data collection of learning outcomes and their involvement in learning. Meanwhile, Islamic Religious Education and Ethics teachers are also an important source of data, because they provide insight into the implementation of the PBL method and reflect on its effectiveness in learning.

The data collection techniques used in this study consist of written tests, observations, and documentation. The written test is carried out through pretest and posttest which aims to measure students' understanding before and after the application of the PBL method. By comparing the results of the initial test and the final test, it can be found out whether there is an increase in students' understanding of Asmaul Husnah material after participating in PBL-based learning. In addition to written tests, observation is also one of the data collection techniques in this study. Observations were made to assess the effectiveness of the application of the PBL method in improving student activities and teacher performance in managing learning. The observation sheets used include observation of student activities during learning and observation of teaching strategies applied by teachers. Through this technique, it can be known to what extent students are involved in learning and how teachers manage the classroom in the application of the PBL method. Documentation is also one of the important data collection techniques in this study. Documentation is carried out by collecting various physical evidence that supports the research, such as photos of learning activities, student work, and teacher reflection notes during the learning process. This documentation serves as tangible evidence related to how the PBL method is applied in learning and its impact on student learning outcomes.

After the data is collected, the data analysis is carried out in a qualitative descriptive manner. Quantitative data from student test results are analyzed to determine

the average class score in each cycle, as well as to see the extent of improvement in student learning outcomes. This analysis was carried out by comparing the value of each cycle with the Minimum Completeness Criteria (KKM) that had been set, which was 75. If there is an increase in grades from one cycle to the next, it can be concluded that the PBL method contributes to the improvement of student learning outcomes. This analysis aims to assess the effectiveness of the application of the PBL method in improving students' understanding of Asmaul Husnah material. If the average grade of the class increases significantly from cycle to cycle and the percentage of student completion reaches or exceeds the KKM, then the PBL method can be considered successful in improving student learning outcomes. The results of this analysis will also be a reflection material for teachers in improving the effectiveness of their teaching. If obstacles are found in the application of the PBL method, then this reflection will be used to develop improvement strategies in the next cycle. Thus, this research not only aims to improve student learning outcomes, but also to improve the overall quality of learning.

It is hoped that through the application of the Problem Based Learning method in Asmaul Husnah learning, students can be more active, engaged, and understand concepts more deeply. This method provides an opportunity for students to think critically, work together in solving problems, and better understand the meaning of each Asmaul Husnah learned. With this research, it is hoped that teachers can continue to develop innovative learning methods to create a more effective and enjoyable learning atmosphere for students.

RESULTS

Based on the data obtained, out of 12 students who participated in the learning, only 4 students obtained a score of ≥ 75 . This shows that the learning completeness of grade V students of SD Negeri 084085 Sibolga is still classically less than 75%. This low level of completeness indicates that the learning methods used are not effective in helping students understand the material optimally. Therefore, the researcher seeks to apply the Problem Based Learning (PBL) learning method in the subject of Islamic Religious Education and Ethics. It is hoped that with the application of this method, students can be more actively involved in learning so that their learning outcomes improve. Before carrying out actions in the next cycle, there are several things that need to be considered based on the results of observations in the previous lesson. First, the implementation of learning is still dominated by one-way communication, where teachers deliver more material without effective interaction between teachers and students. This causes students to tend to be passive and less involved in the learning process. Second, the learning methods used have not been able to optimize active student involvement. Many students only receive information without really understanding or processing the material provided, so learning becomes less effective.

In addition, students also still have limitations in asking questions related to the difficulties they face during learning. The lack of courage to ask shows that students do not yet have enough confidence in exploring their understanding of the material being taught. This is a challenge that needs to be overcome so that students are more courageous and active in participating in the learning process. Based on the problems that have been identified, corrective steps will be carried out in the next cycle by applying the Problem Based Learning method. This method is expected to create a more interactive learning atmosphere, increase student engagement, and provide opportunities for them to think critically and find solutions to problems given in learning. Thus, the learning process will be more effective and have a positive impact on student learning outcomes.

The implementation of pre-cycle activities in this study was carried out on Wednesday, December 11, 2024. Starting with collecting data related to learning strategies, methods or media as well as the provision of tests. Based on the data collected, it is known that the learning method used is lectures and assignments. From the exposure

to the data described above, it can be obtained that the achievement of student learning outcomes and the quality of learning, especially student activities, always show improvement. Before the use of the Problem Based Learning Method, the learning outcomes of students classically only reached 33.3%. After the improvement of learning through the Problem Based Learning Learning Method, the learning outcomes of SD Negeri 084085 Sibolga have increased from cycle to cycle. In the first cycle, the classical student learning outcomes obtained were 58.3%. In the second cycle improvement, students began to get used to the Problem Based Learning Learning Method so that the learning outcomes of students classically increased to 83.3%, and had reached the criteria desired by the researcher. 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.

DISCUSSION

Education is a crucial factor in shaping students' character and academic achievements. In Indonesia, Islamic Education and Character subjects play a vital role in instilling moral values and religious understanding in students. However, traditional teaching methods that rely heavily on rote memorization often fail to engage students effectively. As a result, many students struggle to grasp fundamental concepts, leading to low academic performance. To address this issue, innovative teaching strategies such as the Problem Based Learning (PBL) model have been introduced to enhance students' learning outcomes. Problem Based Learning (PBL) is an instructional method that encourages students to explore real-life problems and develop critical thinking skills. Unlike conventional teaching methods, PBL requires active participation from students, fostering collaboration, creativity, and problem-solving abilities. This approach aligns with the objectives of Islamic Education and Character subjects, which aim to develop students' moral reasoning and practical application of religious teachings in daily life. The implementation of PBL at SD Negeri 084085 Sibolga focuses on improving students' understanding of Asmaul Husnah (The Beautiful Names of Allah). Before adopting the PBL approach, many students faced difficulties in comprehending and applying the meanings of Asmaul Husnah. The conventional method of rote learning limited their ability to internalize the concepts deeply, making it challenging for them to apply the teachings in real-life situations.

To improve learning outcomes, teachers designed a structured PBL approach that involved identifying problems related to Asmaul Husnah, encouraging discussions, and guiding students in finding solutions. The learning process was divided into several stages: problem identification, information gathering, group discussions, solution formulation, and presentation. This model helped students actively engage with the subject matter and develop a deeper understanding. In the first cycle of PBL implementation, students were introduced to real-life scenarios where they could relate Asmaul Husnah to their daily experiences. Teachers facilitated discussions and encouraged students to explore the meanings of different attributes of Allah, such as Ar-Rahman (The Most Merciful) and Al-Ghaffar (The Forgiving). Students worked in groups to analyze these attributes and presented their reflections on how they could incorporate these values into their behavior. Observations from the first cycle revealed that students showed increased enthusiasm in learning. However, some challenges were encountered, such as a lack of confidence in expressing ideas and difficulties in collaborating effectively within groups. To overcome

these obstacles, teachers provided additional guidance and structured activities to improve students' communication and teamwork skills.

In the second cycle, improvements were evident as students became more engaged and proactive in discussions. They demonstrated better comprehension of Asmaul Husnah and actively participated in problem-solving activities. The use of real-life applications and interactive discussions helped students retain knowledge more effectively compared to traditional memorization methods. Assessment results showed a significant improvement in students' learning outcomes. Before the implementation of PBL, only 33.3% of students achieved a passing grade in the pre-test. After the first cycle, this percentage increased to 58.3%, and by the second cycle, 83.3% of students met the minimum competency standards. This data highlights the effectiveness of PBL in enhancing students' academic performance and comprehension of Islamic teachings. Beyond academic achievements, PBL also contributed to the development of students' character. By engaging in discussions and problem-solving activities, students learned important values such as cooperation, respect, and responsibility. These qualities are essential for fostering a strong moral foundation in students, which aligns with the objectives of Islamic Education and Character subjects.

Moreover, teachers observed a positive shift in students' attitudes toward learning. Previously passive students became more active and eager to participate in class discussions. The student-centered approach of PBL empowered them to take ownership of their learning, making the process more meaningful and enjoyable. The success of PBL implementation at SD Negeri 084085 Sibolga highlights the importance of adopting innovative teaching methods in Islamic Education. While traditional approaches have their merits, incorporating active learning strategies such as PBL can significantly enhance students' engagement and comprehension. One key factor in the success of PBL is the role of teachers as facilitators. Instead of merely delivering information, teachers guide students in exploring concepts and encourage them to think critically. This shift in teaching dynamics fosters an interactive and stimulating learning environment where students can develop essential life skills alongside academic knowledge.

Additionally, the integration of technology in PBL can further enhance learning experiences. Digital resources, such as videos, interactive quizzes, and online discussions, can provide students with diverse perspectives and deeper insights into Islamic teachings. The use of technology also allows students to access a wealth of information beyond textbooks, enriching their learning journey. Despite its advantages, implementing PBL requires careful planning and adaptation. Teachers need to design meaningful problem scenarios that align with the curriculum and ensure that students receive adequate support throughout the learning process. Training and professional development programs can help educators effectively incorporate PBL into their teaching practices. Furthermore, parental involvement plays a crucial role in reinforcing the lessons learned in school. Encouraging parents to engage in discussions with their children about Asmaul Husnah and its applications in daily life can strengthen the impact of PBL. A collaborative effort between teachers, students, and parents can create a holistic learning experience that extends beyond the classroom. The positive outcomes of PBL in Islamic Education suggest its potential application in other subjects as well. By promoting critical thinking, problem-solving, and collaboration, PBL can be a valuable tool for improving overall educational quality and preparing students for future challenges.

In conclusion, the implementation of Problem Based Learning at SD Negeri 084085 Sibolga has proven to be an effective strategy for improving students' learning outcomes in Islamic Education and Character subjects. The shift from traditional rote learning to an interactive and student-centered approach has enhanced students' comprehension, engagement, and character development. As education continues to evolve, adopting innovative methodologies such as PBL will be crucial in addressing the challenges of modern learning. By fostering a dynamic and engaging learning environment, educators can equip students with the knowledge, skills, and values needed to succeed in both their

academic and personal lives. Ultimately, the success of PBL at SD Negeri 084085 Sibolga serves as an inspiration for other schools to explore active learning strategies. By continuously refining teaching approaches and embracing new educational models, schools can create a more effective and meaningful learning experience for students, shaping them into knowledgeable and morally upright individuals.

CONCLUSION

Based on the results of the Classroom Action Research (PTK) conducted on grade V students of SD Negeri 084085 Sibolga for the 2024/2025 Academic Year, it can be concluded that the application of the Problem Based Learning (PBL) method in the subject of Islamic Religious Education and Ethics with Asmaul Husnah material is able to improve student learning outcomes. This increase can be seen from the value of learning outcomes obtained in each cycle. In the pre-cycle stage, the percentage of classical learning completion only reached 33.3%. After the implementation of the PBL method, there was an increase in the first cycle with a completion percentage of 58.3%, and an increase in the second cycle to reach 83.3%. This improvement shows that the PBL method is effective in helping students understand the material and achieve the expected learning completeness. In addition to improving learning outcomes, the application of the Problem Based Learning (PBL) method also has a positive impact on student learning activities. Based on the results of observations made by observers, student activities in the learning process have increased from cycle I to cycle II. In the first cycle, the level of student learning activity reached 79% with a good predicate, then increased significantly in the second cycle to 92% with a very good predicate. This shows that the PBL method is able to encourage students to be more active in learning, both in discussing, asking questions, and solving problems given during the learning process. Thus, it can be concluded that the application of the Problem Based Learning (PBL) method in the subject of Islamic Religious Education and Ethics with Asmaul Husnah material is proven to improve the learning outcomes and activities of grade V students of SD Negeri 084085 Sibolga. This method provides opportunities for students to be more active, think critically, and be directly involved in problem solving, so that learning becomes more effective and meaningful.

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