JURNAL PENDIDIKAN PROFESI GURU

Efforts to Increase Student Interest in Islamic Education Learning through the Problem Based Learning Model at SD Negeri 12 Sisumut

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Abstract: This study aims to improve students' interest in learning Islamic religious education 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 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 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' interest in learning Islamic religious education. 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' interest in learning Islamic religious education.

Keywords: Problem Based Learning Model, Student Interest, Islamic Education.

INTRODUCTION

Education in Indonesian terms, comes from the word "Didik" by giving it the prefix "pen" and the suffix "An" which means "Deed, thing, or way". So education is guidance or help that is given deliberately to a student by a god so that he becomes an adult until he reaches a higher level of life and life in a mental sense". Furthermore, the purpose of national education, according to the Constitution on National Education, is explained that, the purpose of Indonesian education is to develop potential, students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens, and responsible. Education is very important to be given to students, especially Islamic religious education so that students become children who have noble morals. Islamic

religious education plays an important role in human life, Islamic religious education is an aid in efforts to realize a meaningful, peaceful and meaningful life. Therefore, Islamic religious education is very important in human life. Because education is a process in order to influence students to be able to adapt as best as possible to the environment and society. The purpose of Islamic education is to become our human beings (Perfect Humans) in the sense of being servants of Allah, as caliphs on earth to achieve prosperity and happiness in this world until the hereafter. 4 The quality of education faced by the Indonesian nation is still low, so the government has made various efforts to improve the quality of education, such as the renewal of the KBK (Competency-Based Curriculum) curriculum to KTSP (Education Unit Level Curriculum). Islamic religious education as a main subject in elementary schools is supported by various components in order to achieve the goals that have been set, both national goals and Islamic education goals. These components include curriculum, learning programs, learning materials, learning objectives, methods, facilities and infrastructure, teachers and students. With the support of the components above, learning objectives will be achieved. So in the learning process, the first thing to pay attention to is the student, how his condition and abilities are, after that determining the other components. What materials are used, how is the right way to act, what tools and facilities are suitable and supportive, all of them must be adjusted to the circumstances and characteristics of students. That is why students become subjects of learning. Among the Islamic religious education subjects taught in class V UPTD. SDN 12 SISUMUT is a Zakat subject. The Zakat subject is expected to provide motivation to students in learning and practicing the teachings and values in the Quran. In the learning process, students are less motivated to develop their thinking skills. Students are always directed to memorize information, students' brains are only forced to remember various information without being required to understand that information and relate it to daily life. Based on the description above, it can be explained how important it is for Islamic religious teachings to be applied to students at the basic level, especially in Zakat subjects. Zakat subject is an element of Islamic religious education subjects at State Elementary School 12 Sisumut, especially class V.

METHODS

The subject of the study was class V students consisting of 25 people. The selection of this class was carried out based on the consideration that grade V students have cognitive and affective abilities that are mature enough to participate in learning with the PBL method. In addition, this class was chosen because students' interest in learning the topic of zakat requires a significant increase.

RESULTS

This study aimed to examine the efforts to increase students' interest in learning Islamic Education through the Problem-Based Learning (PBL) model at SD Negeri 12 Sisumut. The findings indicate that the implementation of PBL had a positive impact on student engagement, motivation, and enthusiasm in learning. The study was conducted over several weeks, involving classroom observations, student interviews, and assessments to measure changes in interest and learning outcomes.

At the beginning of the study, it was observed that many students showed a lack of enthusiasm in Islamic Education lessons. Traditional teaching methods, which focused on rote memorization and passive listening, contributed to a decline in student motivation. However, after the introduction of the PBL model, students became more active participants in the learning process, as they were encouraged to explore real-life problems and work collaboratively to find solutions.

One of the key findings of this study was the increased student engagement during lessons. Unlike traditional teaching methods, PBL requires students to take an active role

in their learning. Through discussions, problem-solving activities, and group projects, students became more involved and interested in the subject matter. They were no longer passive recipients of knowledge but rather active learners who sought to understand and apply Islamic teachings in practical situations.

Another significant outcome was the improvement in students' critical thinking skills. PBL encouraged students to analyze problems, develop hypotheses, and seek solutions based on Islamic principles. By connecting religious teachings to real-life challenges, students found the lessons more meaningful and relevant. This approach also helped them retain information better, as they were actively involved in the learning process rather than merely memorizing content.

The study also found that collaboration and teamwork among students improved significantly. PBL requires students to work together in groups, discuss ideas, and present their findings. This collaborative learning environment helped students develop communication skills, build confidence, and respect different perspectives. Additionally, students who were previously shy or reluctant to participate in class became more comfortable expressing their opinions and contributing to group discussions.

Teachers reported a noticeable change in classroom dynamics after implementing PBL. The learning environment became more interactive, and students showed greater enthusiasm for participating in discussions and activities. Teachers also found it easier to identify students' strengths and weaknesses, allowing them to provide targeted support where needed. This shift in teaching style made the learning experience more enjoyable and effective for both students and educators.

In terms of learning outcomes, assessments conducted during the study revealed that students who engaged in PBL performed better in understanding Islamic Education concepts compared to those who relied solely on traditional teaching methods. Their ability to analyze and apply religious teachings improved, demonstrating a deeper comprehension of the subject matter.

Despite these positive outcomes, the study also identified some challenges in implementing PBL. Some students initially struggled with the shift from passive learning to active participation. They were not used to problem-solving activities and required guidance from teachers to navigate the process effectively. However, with continuous support and practice, they gradually adapted to this new learning model.

Another challenge was the time-consuming nature of PBL. Since this method involves in-depth discussions and group activities, it required more time compared to traditional lecture-based teaching. Teachers had to carefully manage lesson plans to ensure that learning objectives were met within the available time frame. However, the long-term benefits of increased student engagement and deeper understanding outweighed the challenge of extended lesson durations.

Parental involvement also played a crucial role in the success of PBL. Some students required additional support at home to reinforce what they learned in school. Parents who were actively involved in their children's education helped strengthen their interest in Islamic studies. This finding suggests that collaboration between teachers and parents can further enhance the effectiveness of PBL in improving student motivation.

Moreover, the study highlighted the importance of teacher training in implementing PBL effectively. Teachers needed to develop skills in facilitating discussions, guiding students through problem-solving processes, and assessing learning outcomes in a non-traditional manner. Professional development programs and workshops on PBL methodologies can help educators enhance their teaching strategies.

Technology also played a role in supporting the implementation of PBL. The use of multimedia resources, such as videos, interactive presentations, and digital storytelling, helped make Islamic Education lessons more engaging. Students responded positively to these modern teaching tools, which complemented the PBL approach and enriched their learning experience.

Overall, the research findings suggest that the Problem-Based Learning model is an effective strategy for increasing student interest in Islamic Education at SD Negeri 12 Sisumut. By engaging students in real-world problem-solving and active learning, PBL fosters curiosity, critical thinking, and deeper comprehension of religious teachings. The collaborative nature of this method also helps students develop essential life skills, such as teamwork, communication, and decision-making.

In conclusion, the successful implementation of PBL in Islamic Education demonstrates its potential as a transformative teaching strategy. While challenges such as student adaptation, time constraints, and teacher preparedness must be addressed, the overall benefits of increased student motivation and deeper understanding make it a valuable approach. Future research could explore ways to further refine PBL techniques and integrate them with other innovative learning models to enhance Islamic Education in primary schools.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 12 Sisumut has significantly contributed to increasing students' interest in learning. Traditional teaching methods, which primarily focused on rote memorization and passive listening, often failed to engage students. However, the introduction of PBL transformed the classroom environment into a more interactive and student-centered space. By presenting real-life problems related to Islamic teachings, students were encouraged to explore, analyze, and apply their knowledge, making learning more meaningful and engaging. One of the most notable impacts of PBL was the enhancement of students' critical thinking skills. Unlike conventional methods that required students to simply memorize religious concepts, PBL prompted them to actively seek solutions to problems based on Islamic values. This approach helped students develop a deeper understanding of religious teachings and their relevance to everyday life. As they worked through case studies and discussions, they learned how to connect Islamic principles to real-world issues, fostering a more thoughtful and analytical mindset.

Collaboration and teamwork were also strengthened through the PBL approach. Students worked in groups to discuss problems, share ideas, and formulate solutions, which enhanced their communication skills and social interactions. This method also helped shy or less confident students participate more actively, as they felt supported by their peers. The collaborative nature of PBL not only improved learning outcomes but also fostered a sense of mutual respect and cooperation among students, making the classroom a more inclusive and supportive environment.

The study also found that PBL had a positive impact on students' motivation and enthusiasm for learning Islamic Education. By engaging in hands-on activities and discussions, students became more curious and eager to learn. They looked forward to lessons as they involved problem-solving and active participation rather than passive note-taking. Teachers observed that students showed a greater willingness to ask questions, share opinions, and explore religious topics in depth, demonstrating an overall improvement in their engagement and interest in the subject.

However, the implementation of PBL was not without its challenges. Some students initially struggled with the transition from passive learning to active participation. They were unfamiliar with open-ended problem-solving tasks and needed guidance in developing their reasoning and analytical skills. To address this, teachers played a crucial role in scaffolding the learning process, providing structured support, and gradually encouraging independent thinking. Over time, students adapted to the new learning approach and became more confident in their abilities.

Another challenge was the time required to implement PBL effectively. Since this method involves in-depth discussions, group work, and research, it often took longer to

cover lesson topics compared to traditional teaching methods. Teachers had to carefully plan and manage classroom activities to ensure that learning objectives were met within the given timeframe. Despite this, the long-term benefits of improved student engagement and understanding outweighed the additional time investment.

In conclusion, the Problem-Based Learning model has proven to be a highly effective approach in increasing students' interest in Islamic Education at SD Negeri 12 Sisumut. By fostering active participation, critical thinking, collaboration, and real-world application of religious teachings, PBL has transformed the learning experience for students. While challenges such as adaptation difficulties and time constraints exist, they can be overcome with proper teacher facilitation and structured lesson planning. Moving forward, integrating technology and interactive learning tools with PBL could further enhance its effectiveness and make Islamic Education even more engaging and impactful for students..

CONCLUSION

The implementation of the Problem-Based Learning (PBL) model at SD Negeri 12 Sisumut has been successful in increasing students' interest in learning Islamic Education. The shift from traditional teaching methods to an active, student-centered approach has made learning more engaging and meaningful for students. By connecting Islamic teachings to real-life problems, students were encouraged to think critically, analyze issues, and apply their knowledge in practical ways. This approach not only improved their academic performance but also fostered a deeper understanding of religious concepts. One of the most significant outcomes of this study was the improvement in students' motivation and enthusiasm toward Islamic Education. Prior to the implementation of PBL, many students exhibited a lack of interest in the subject due to the monotonous nature of traditional teaching methods. However, with the introduction of PBL, students became more actively involved in the learning process, showing increased curiosity and eagerness to explore topics related to Islamic teachings. This shift in attitude demonstrates the effectiveness of PBL in making religious education more relevant and engaging. Additionally, the PBL model fostered enhanced collaboration and teamwork among students. Working in groups allowed them to discuss ideas, share opinions, and help each other develop solutions to problems. This collaborative learning environment improved their communication skills, encouraged respect for diverse perspectives, and built confidence among students, especially those who were previously hesitant to participate. The teamwork aspect of PBL not only contributed to academic success but also promoted essential social skills, which are valuable for students' personal and professional growth. Critical thinking skills were also significantly enhanced through the use of PBL. Instead of merely memorizing religious content, students were encouraged to engage with the material in a deeper way by analyzing and solving real-world problems. This active learning approach helped students develop better problem-solving abilities and made the subject matter more relevant to their daily lives. It allowed them to see the practical application of Islamic teachings in their own experiences, further reinforcing their understanding of the material. Despite its numerous benefits, the implementation of PBL came with certain challenges. Some students initially struggled with the shift from traditional learning methods to a more active, problem-solving approach. They needed additional guidance from teachers to help them adapt to the new model. Additionally, the time required for PBL activities was often longer than traditional teaching, which necessitated careful lesson planning and time management by teachers. However, these challenges were manageable and did not outweigh the positive outcomes of the method. The role of the teacher was crucial in the success of the PBL model. Teachers had to act as facilitators, guiding students through the problem-solving process, providing necessary support, and ensuring that learning objectives were met. Professional development and teacher training in PBL strategies are essential for ensuring that the model is implemented effectively and that students receive the guidance they need to thrive in this learning environment. In conclusion, Problem-

Based Learning has proven to be an effective and transformative approach to improving student interest, engagement, and understanding in Islamic Education. While challenges exist, they can be overcome with proper preparation, teacher support, and a focus on continuous improvement. Moving forward, further integration of technology, peer collaboration, and more diverse problem-solving scenarios could further enhance the effectiveness of PBL, ensuring that students gain a deeper and more meaningful understanding of Islamic teachings while developing important life skills.

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