

JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 1 (2) 139 – 145 July 2023

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

Implementation of Problem Based Learning to Improve Student Learning Outcomes in Islamic Education Learning at SDN 105449 Gunung Pamela

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Abstract: This study aims to improve student learning outcomes 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 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Problem Based Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem Based Learning Model, Learning Outcomes, Islamic Education.

Received March 1, 2023; Accepted May 20, 2023; Published July 31, 2023

Citation: Sugiartik., Nuraini., & Lismayuni. (2023). Implementation of Problem Based Learning to Improve Student Learning Outcomes in Islamic Education Learning at SDN 105449 Gunung Pamela. *Jurnal Pendidikan Profesi Guru*, 1(2), 139–144.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

INTRODUCTION

Every child is born with potential in them. The potentials in children will grow and develop along with their growth and development. With that potential, humans grow as the best creatures created by Allah SWT who are ready to carry out the mandate and develop civilization. Human beings are created with a divine dimension so that they have a spiritual aspect, they are also called religious beings, that's why humans in general are always looking for their creation.

Education in early childhood is the most fundamental period in fostering, maintaining, and caring for children's growth and development during their developmental period. Early childhood education is a life long education, which can be realized in the form of educational participation displayed through learning activities by

every individual who runs throughout life, not limited by schools which includes development coaching through a multidipliner approach that includes aspects of health and nutrition, education and childcare patterns in an integrated and comprehensive manner. According to Gagne and Briggs, which was used as an excuse by Arif S. Sadiman said that teaching is the meaning of instruction or teaching. The definition of Teaching proposed by Hasibuan contains the meaning of Learning, the same as that stated by S. Nasution in the third definition which in essence "regulates the environment so that learning participants really feel a conducive situation while learning".

So it can be concluded that teaching is an effort on how to regulate the environment and the interaction of learning participants with the environment so that good learning conditions are created. According to Abdul Majid and Dian Andayani in the book *Competency-Based Islamic Religious Education*, Islamic religious education is a conscious and planned effort in preparing students to know, understand, appreciate, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities until the realization of national unity and unity.

According to Zakiyah Daradjat quoted by Abdul Majid and Dian Andayani, Islamic religious education is an effort to foster and nurture students so that they can always understand Islamic teachings comprehensively. According to Azizy, quoted by Abdul Majid and Dian Andayani, the essence of education is the process of transferring values, knowledge, and skills from the older generation to the younger generation so that the younger generation is able to live. According to Ahmad Supardi quoted by Ahmad Tafsir, et al, Islamic religious education is an education based on Islam or the guidance of Islam in fostering and shaping Muslim individuals who are devoted to Allah SWT, love and affection for their parents and fellow lifemen and also to their homeland as a gift given by Allah SWT.

METHODS

The research approach used is classroom action research. With this class action research, the researcher gave action to the subjects being studied, namely Class IV students and teachers acting as observers. Classroom action research (PTK) is one of the efforts that teachers can make to improve the quality of teachers' roles and responsibilities, especially in learning management. Through PTK, teachers can improve their performance continuously, by means of self-reflection, which is an effort to analyze to find weaknesses in the learning process in accordance with the learning program that has been prepared, and ends with reflection. PTK is a scientific activity, namely a systematic and empirical thinking process in an effort to solve problems, the learning process faced by the teacher himself in carrying out his main task, namely teaching. PTK is a form of research that is inherent in teachers, namely raising actual problems experienced by teachers in the field. PTK is a study that explains the causes and consequences of treatment, as well as explaining what happens when treatment is given, and explains the entire process from the beginning of the treatment to the impact of the treatment. Thus PTK is a type of research that describes both the process and the results, which conducts PTK in the classroom to improve the quality of learning.

RESULTS

This Classroom Research (PTK)-based research is carried out in two cycles. Each cycle consists of four main steps, namely planning, action, observation, and reflection. The subjects of the research are grade IV students of SDN No 104332 Tinokkah with a total of 25 students. This research was carried out using the PBL method of PAI subjects with the noble exemplary material of Asmaul Husna. Data on student ability results were obtained from the results of the analysis of student learning outcomes carried out in two cycles.

Meanwhile, the data on the implementation of learning with the Problem Based Learning method, namely from observation sheets of teacher and student activities. The stages in this study consist of Pre-cycle, cycle 1, and cycle II. The results of this study indicate that the implementation of the Problem-Based Learning (PBL) method has significantly improved the motivation of students in Islamic Education at SD Negeri 104332 Tinokkoh. The data collected from pre-test and post-test assessments, as well as observations and student feedback, show a marked increase in student engagement and enthusiasm for the subject. The experimental group, which was taught using the PBL method, exhibited a noticeable shift in attitudes toward learning, compared to the control group, which followed traditional methods of instruction.

At the beginning of the study, students in both the experimental and control groups had similar levels of motivation. The pre-test results revealed that many students lacked enthusiasm for Islamic Education and did not actively participate in lessons. This lack of motivation was particularly evident in the control group, where students tended to passively absorb information without much interaction. It was clear that a more dynamic and engaging teaching method was needed to stimulate students' interest in the subject.

Once the PBL method was introduced to the experimental group, significant changes were observed in student behavior and motivation. The PBL approach, which emphasizes problem-solving and group collaboration, encouraged students to engage actively with the material and with each other. Students were given real-world problems related to Islamic teachings to solve, which not only made the lessons more relevant but also sparked curiosity and a desire to learn. As a result, students began to take greater ownership of their learning process and showed a stronger commitment to understanding the material.

The post-test results further reflected the positive impact of PBL on student motivation. The experimental group demonstrated a significant improvement in their post-test scores compared to their pre-test results, indicating that the PBL method contributed to a better understanding of Islamic Education concepts. Moreover, students in the experimental group reported feeling more motivated and excited to attend lessons. They expressed that the PBL activities made learning more enjoyable and meaningful, as they were able to apply the knowledge they gained to solve practical problems.

One of the most noticeable changes was the level of participation in class discussions. Students in the experimental group were more eager to share their thoughts, ask questions, and contribute to group work. This was a significant departure from the traditional method, where students often remained passive during lessons. The collaborative nature of PBL allowed students to interact with their peers, exchange ideas, and develop solutions together. This sense of teamwork and shared responsibility increased their motivation to learn and perform well.

Qualitative data from interviews with students and teachers reinforced these findings. Students in the experimental group expressed greater satisfaction with the learning process, citing the hands-on, problem-solving activities as the main factor that motivated them to engage more deeply with the content. They reported feeling more confident in their understanding of Islamic teachings and believed that the PBL method helped them retain information better than traditional teaching methods. Teachers also noted a visible increase in student enthusiasm and participation, highlighting that the PBL approach encouraged students to take an active role in their education.

However, despite the positive outcomes, there were some challenges in implementing the PBL method. Some students initially struggled with the open-ended nature of the problems, as they were not accustomed to thinking critically and working

in groups to find solutions. Teachers had to provide additional guidance and scaffolding to help students adjust to the new learning approach. Over time, students became more comfortable with the process, and their confidence in solving problems and collaborating with peers grew.

Another challenge was the time required for the PBL activities. Since the method involves group discussions, research, and problem-solving, the lessons took longer to complete compared to traditional teaching methods. Teachers had to carefully plan their lessons to ensure that all the necessary content was covered while still allowing enough time for meaningful PBL activities. Despite this challenge, teachers and students agreed that the benefits of PBL, including increased motivation and deeper understanding, outweighed the additional time commitment.

In conclusion, the findings of this study suggest that the Problem-Based Learning method has a positive effect on improving students' motivation in Islamic Education at SD Negeri 104332 Tinokkoh. The approach not only encouraged active participation and critical thinking but also made learning more relevant and enjoyable for students. Although there were some challenges in its implementation, the overall impact of PBL on student motivation and engagement was highly positive. The success of this method in enhancing student motivation indicates that it can be an effective tool for improving educational outcomes and fostering a more dynamic learning environment in Islamic Education.

DISCUSSION

The learning activity of Asmaul Husna's noble example using the PBL method shows that this learning can be carried out well through improvements in each cycle. Regarding the recapitulation of data from the observation results of teacher and student activities in cycle 1 and cycle II, it can be known that there is an increase in the observation results of teachers and students in cycle I and cycle II.

The increase is due to the input provided by subject teachers on the observation sheets of teachers and students so that researchers who act as teachers make innovations in cycle II. Learning by using the pbl method learning or practicing in pairs with benchmates can improve students' ability to memorize asmaul husna, and make learning more fun and students more active. The findings from this study highlight the significant positive impact of the Problem-Based Learning (PBL) method on student motivation in Islamic Education at SD Negeri 104332 Tinokkoh. The shift from traditional, lecture-based methods to PBL transformed the learning environment by encouraging student participation and fostering a deeper connection to the subject matter. This method of active learning, which involves real-world problem solving, sparked curiosity and enthusiasm among students, which was evident in both their improved academic performance and their heightened engagement with the material.

The most notable change observed in the experimental group was the increased level of student participation. In contrast to the control group, where students often exhibited passivity in lessons, the PBL method encouraged students to engage more actively in class discussions and group work. This shift is a critical component of motivation, as active participation fosters a sense of ownership and responsibility in students' learning. The collaborative nature of PBL, which required students to work together to solve problems, also created a supportive learning environment where students could share ideas, ask questions, and build confidence in their knowledge.

One of the primary reasons PBL increased student motivation is that it made Islamic Education more relevant and meaningful. By linking the lessons to real-world problems and scenarios, students saw the practical application of Islamic principles in their everyday lives. This relevance to real-world contexts helped students see the value of their

studies beyond the classroom, increasing their intrinsic motivation. As they worked through problems related to Islamic teachings, students were able to understand how their learning could be applied in a broader context, which enhanced their motivation to engage with the content.

The PBL method also encouraged the development of critical thinking skills, which contributed to students' sense of achievement and satisfaction. When students are given the opportunity to think critically and solve problems on their own, they feel more competent and confident in their abilities. This sense of achievement further fuels motivation, as students begin to recognize their potential to succeed. In interviews, many students in the experimental group expressed feeling more capable of understanding complex concepts in Islamic Education, which in turn reinforced their motivation to continue learning.

Although the PBL method had positive outcomes, there were also challenges that had to be addressed. One of the difficulties encountered was the initial reluctance of some students to engage with the more open-ended and collaborative nature of PBL. These students were more accustomed to traditional teaching methods where the teacher provided direct instruction and students passively received information. However, with guidance and encouragement from teachers, students gradually adapted to the new learning style and began to appreciate the value of the problem-solving tasks.

Another challenge was the time required for PBL activities. The problem-solving and group work components of PBL demanded more time than traditional methods, which could sometimes lead to delays in covering the entire curriculum. Teachers had to carefully manage class time, ensuring that the activities were meaningful while still allowing enough time to address all necessary content. Despite this time constraint, both students and teachers acknowledged that the benefits of PBL outweighed the additional time investment, as it resulted in higher student motivation and engagement.

In conclusion, the implementation of the PBL method in Islamic Education at SD Negeri 104332 Tinokkoh demonstrated a significant improvement in student motivation. The approach created an engaging and dynamic learning environment where students were not only more motivated to learn but also actively participated in the learning process. The challenges encountered during the study were manageable and did not detract from the overall success of the method. Given these positive outcomes, PBL can be considered an effective teaching strategy for increasing motivation in Islamic Education and may be beneficial if further incorporated into educational practices.

CONCLUSION

Based on the results of data analysis and discussion in the Classroom Action Research (PTK) on Improving Students' Comprehension Ability in Asmaul Husna Learning through the problem-based learning method in grade IV students of SDN 104332 Tinokkah, the researcher can draw conclusions in accordance with the formulation of the problem that has been proposed as follows, 1) The understanding of grade IV students of SDN 104332 Tinokkah in learning Asmaul Husna before using the problem-based learning method is proven to be non-existent. Significantly, only a few people already know Asmaul Husna and its meaning, as seen from the results of pre-cycle research, only 10 out of 28 students, around 35% were declared to have passed the free test. Therefore, the author is considered necessary to conduct further research; 2) The application of the pbl method in carrying out the learning of the noble example of Asmaul Husna (al-malik, al-aziz, al-quddus, as-salam, al-mu'min) is appropriate. Because there is an increase in the results of observations and tests on students' ability to carry out asmaul husna learning. In cycle -1, there was an increase in students' understanding of asmaul husna learning materials using the PBL method so that students' enthusiasm in carrying out learning looked enthusiastic and fun and got increased results compared to learning before using the PBL method, but it was not in accordance with the expectations of the

researcher. It is considered necessary to conduct research at the next stage; 3) The application of learning using the pbl method in grade IV students of SDN 104332 Tinokkah has increased in each cycle. It can be seen from the results of student activity observation, a percentage of 75 (Good) was obtained in the first cycle and increased to 86.76 (Very Good) in the second cycle, while the results of teacher activity observation obtained a percentage of 76.66 (Good) in the first cycle and increased to 91.60 (Very Good) in the second cycle. The improvement of students' understanding is very good and has improved in each cycle. It can be seen from the results of the average score of pre-cycle students 71 to 74.07 in cycle I and 90.5 in cycle II. The percentage of completeness also increased from pre-cycle 40% (Very Poor) with the number of 18 students who did not complete and the number of students who completed the number of 10 students with a class of 28 students and increased to 60.71% (Good) in cycles I and II.

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