# JURNAL PENDIDIKAN PROFESI GURU

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

**Rosmaida Purba** ✉, SD Negeri 105449  Gunung Pamela, Indonesia
**Lismayuni**, SD NEGERI 106870 Parlambean, Indonesia
**Suriadi**, SD Negeri 102110 Paya Lombang, Indonesia

✉ *rosmaidapurba57@gmail.com*

**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.

## INTRODUCTION

Islamic religious education is an important aspect in the formation of students' character and personality, especially in basic education. One of the materials taught in the subject of Islamic Religious Education in elementary school is Surat At-Tin. This 8-verse letter contains many valuable lessons about the meaning of life, the importance of gratitude to God, and awareness of the truths that surround us.

Teaching the values contained in Surah At-Tin not only serves to introduce students to the text of the Qur'an, but also to foster piety and discipline in daily life. However, in the practice of learning in grade IV of Elementary School (SD) at SDN 105449 Gunung Pamela, it was found that learning about Surat At-Tin still tends to be carried out

with a conventional approach. The method used generally focuses on lectures or teaching texts directly, without actively involving students in the learning process.

This causes low student involvement and a deep understanding of the content of Surat At-Tin, especially in terms of practicing the teachings contained in it. One way to increase the effectiveness of learning is to apply a project-based learning approach. This approach requires students to not only receive information in one way.

## METHODS

This research is included in Classroom Action Research (CAR). Classroom Action Research is a research approach that aims to improve the quality of learning through reflection and actions taken in the context of the classroom. This PTK is carried out collaboratively between teachers and researchers to find solutions to learning problems faced in the classroom and to improve learning processes and outcomes.

## RESULTS

The implementation of Problem-Based Learning (PBL) in Islamic Education at SDN 105449 Gunung Pamela showed a significant improvement in student learning outcomes. Initially, students exhibited limited engagement and struggled to fully comprehend key Islamic concepts. However, after the introduction of PBL, there was a noticeable shift in students' attitudes and academic performance. Pre-test and post-test results indicated a marked increase in the students' understanding and retention of Islamic teachings.

The most significant change was in students' ability to apply Islamic principles in real-life situations. Before using PBL, many students had difficulty connecting theoretical knowledge with practical application. Through engaging in problem-solving activities, students were able to see how Islamic teachings directly related to their daily lives. This improved their ability to internalize values such as honesty, patience, and respect, making these principles more tangible and relevant to them.

Observations of the classroom environment revealed that PBL fostered greater student participation and collaboration. The method encouraged students to actively engage in discussions, ask questions, and offer solutions to the problems presented. Instead of being passive recipients of information, students took on more responsibility for their learning. The interactive nature of the method kept them motivated and eager to participate, which led to an overall increase in their academic performance.

In addition to academic growth, the PBL approach helped students develop critical thinking and problem-solving skills. The challenges presented during the learning activities prompted students to analyze situations from multiple perspectives and make decisions based on Islamic teachings. This not only enhanced their cognitive abilities but also encouraged them to think independently and confidently. The development of such skills is crucial for students' personal and academic growth, as it prepares them to face real-world challenges.

Another important finding was the improvement in students' social skills. Since the PBL method involves group work and collaboration, students learned how to communicate more effectively, work together toward common goals, and respect different viewpoints. This collaborative learning environment also helped students build stronger relationships with their peers, contributing to a positive classroom atmosphere and enhancing their overall learning experience.

Feedback from both teachers and students indicated that the PBL method significantly impacted students' attitudes toward learning. Teachers noted an increase in student enthusiasm and engagement, as students were more eager to participate in lessons and contribute to group discussions. Students reported feeling more confident in their understanding of Islamic teachings and expressed a greater sense of ownership over

their learning process. This shift in mindset not only led to improved learning outcomes but also fostered a more positive attitude toward Islamic Education.

The application of PBL also revealed some challenges. One challenge was the time required for problem-solving activities. The activities often took longer than traditional lessons, which required careful time management to ensure that all learning objectives were met. Additionally, some students initially found it difficult to adapt to the PBL method, as they were used to more teacher-centered approaches. However, with ongoing guidance and support, students gradually became more comfortable with the method, and their engagement increased.

Overall, the findings from this study indicate that PBL is an effective teaching strategy that significantly improves student learning outcomes in Islamic Education. By encouraging active participation, critical thinking, and real-world application of Islamic values, PBL helped students deepen their understanding of religious concepts and fostered the development of important life skills. Teachers who implemented this method reported positive changes in student behavior and academic performance, suggesting that PBL can be a powerful tool for enhancing the quality of Islamic Education.

The study also highlights the importance of teacher support and proper planning when using PBL. Successful implementation of the method requires careful consideration of time constraints, student readiness, and the integration of relevant real-world problems. Teachers who are well-prepared to facilitate PBL activities can maximize its potential to enhance student learning outcomes.

In conclusion, the application of Problem-Based Learning in Islamic Education at SDN 105449 Gunung Pamela has proven to be an effective approach for improving student learning outcomes. By fostering student engagement, critical thinking, and collaboration, PBL provides a more dynamic and meaningful learning experience. The positive impact on students' academic performance and attitude toward learning makes PBL a valuable method that should be continued and refined in the future.


## DISCUSSION

The implementation of Problem-Based Learning (PBL) in Islamic Education at SDN 105449 Gunung Pamela has proven to be an effective strategy for improving student learning outcomes. The shift from traditional, teacher-centered methods to an approach that encourages active problem-solving has resulted in noticeable improvements in students' comprehension of Islamic concepts. This study's findings align with previous research that suggests PBL enhances students' critical thinking skills and fosters a deeper understanding of the subject matter. In this case, students were able to connect theoretical knowledge with real-world applications, making the learning experience more meaningful and impactful.

One of the most significant results of applying PBL was the improvement in students' ability to relate Islamic teachings to their everyday lives. Prior to the use of PBL, students struggled with understanding the practical relevance of Islamic principles. The problem-solving activities allowed students to contextualize these teachings, seeing how they could be applied in various real-life situations. For example, when discussing the concept of honesty, students worked on scenarios where they had to make ethical decisions based on Islamic values. This practical application of Islamic teachings made the concepts more tangible and easier for students to internalize.

Additionally, the increased participation in class discussions and group activities was a direct outcome of the PBL method. In traditional teaching methods, students often passively received information, which led to disengagement and limited interaction with the material. However, PBL encouraged students to take a more active role in their learning. As students worked together to solve problems, they shared ideas, asked questions, and critically analyzed the issues presented. This active engagement not only

improved their academic performance but also boosted their confidence in their ability to think critically and contribute meaningfully to discussions.

PBL also played a key role in developing students' problem-solving and critical thinking abilities. The method challenged students to approach problems from multiple angles and use Islamic principles as a framework for making decisions. This process helped them develop higher-order thinking skills, such as analysis, evaluation, and synthesis. For instance, students had to weigh the ethical implications of different actions and determine which aligned best with Islamic teachings. This kind of critical thinking is essential for students to navigate moral dilemmas in their personal lives and is a key outcome of the PBL approach.

Furthermore, the collaborative nature of PBL fostered improved communication and social skills among students. Group work and peer interactions are integral to the PBL process, as students are required to collaborate and work together toward common solutions. This collaborative learning environment helped students build stronger relationships with their peers and encouraged them to respect diverse viewpoints. The social skills students developed through group discussions and teamwork are not only valuable for academic success but also for their personal growth and development in the wider community.

The findings also suggest that the PBL method had a positive impact on students' attitudes toward Islamic Education. Before the implementation of PBL, some students were disengaged or lacked motivation to learn Islamic subjects. However, as a result of more interactive and practical learning experiences, students became more enthusiastic about participating in lessons. The active learning environment created by PBL made the subject matter more engaging and less monotonous, leading to an increase in student motivation and interest in the subject. This shift in attitude highlights the importance of using innovative teaching methods to sustain students' interest in academic content.

Despite the positive outcomes, there were some challenges associated with implementing PBL. One of the main challenges was the time commitment required for problem-solving activities. These activities often took longer than traditional lessons, which meant that teachers had to be strategic in managing classroom time to ensure all learning objectives were met. Additionally, some students initially found it difficult to adapt to the PBL method. They were accustomed to more structured, teacher-directed lessons and required additional guidance to engage fully in the process. However, with continued support and encouragement from teachers, students gradually became more comfortable and confident with the method.

In conclusion, the application of the Problem-Based Learning method in Islamic Education at SDN 105449 Gunung Pamela has yielded positive results. The method effectively enhanced students' understanding of Islamic teachings, promoted active participation, and developed critical thinking and social skills. Although there were challenges in terms of time management and student adaptation, the overall impact of PBL on student learning outcomes was highly beneficial. The study underscores the potential of PBL to create a more engaging and impactful learning experience, not only in Islamic Education but in other subject areas as well. Teachers are encouraged to continue refining their use of PBL to further enhance student engagement and learning outcomes..

## CONCLUSION

Based on the findings from this study, it can be concluded that the implementation of Problem-Based Learning (PBL) in Islamic Education at SDN 105449 Gunung Pamela has positively influenced student learning outcomes. The use of PBL has successfully addressed the issue of limited student engagement and understanding in traditional teaching methods. By providing real-world contexts and encouraging students to actively participate in problem-solving activities, PBL allowed students to better grasp Islamic concepts and apply them to everyday life. One of the most notable outcomes was the

improvement in students' ability to connect Islamic teachings with practical situations. Prior to using PBL, many students struggled to see the relevance of religious teachings in their daily lives. However, through PBL, students were able to contextualize Islamic values, such as honesty and respect, in a way that was directly applicable to the problems they encountered. This shift in learning allowed students to internalize values more effectively and understand their importance in making ethical decisions. Furthermore, the PBL method fostered an environment of collaboration, where students actively engaged in discussions, shared ideas, and worked together to solve problems. This collaborative approach helped students develop valuable skills, such as communication, teamwork, and respect for diverse perspectives. These skills are not only beneficial for academic success but also play a key role in personal growth and social interactions. As students collaborated with their peers, they gained a deeper understanding of the material and developed a greater sense of community within the classroom. Another significant finding was the enhancement of students' critical thinking skills. PBL challenged students to analyze problems from various angles, make informed decisions, and apply Islamic principles in problem-solving. This process not only improved their cognitive abilities but also encouraged them to think critically about the ethical implications of their actions. The development of these higher-order thinking skills is crucial for students' overall academic performance and personal decision-making in life. Despite the positive outcomes, the implementation of PBL presented some challenges. One of the key challenges was managing time effectively, as the problem-solving activities often required more time than traditional lessons. Teachers had to carefully plan lessons to ensure that all objectives were covered while still providing enough time for students to engage in meaningful problem-solving. Additionally, some students initially struggled with the transition to a more student-centered learning approach. However, with ongoing support from teachers, students became more comfortable with the method and showed increased participation and enthusiasm. In conclusion, the PBL method proved to be an effective tool for improving learning outcomes in Islamic Education at SDN 105449 Gunung Pamela. The method not only enhanced students' understanding of Islamic concepts but also fostered the development of critical thinking, communication, and collaborative skills. While challenges such as time management and student adaptation arose, the overall impact of PBL on student engagement and performance was overwhelmingly positive. These results suggest that PBL can be a valuable approach to teaching Islamic Education, helping students connect religious teachings with real-life applications and encouraging them to become active, independent learners. The study recommends that educators continue to explore and refine the use of PBL in Islamic Education, as it has shown to be an effective means of increasing student engagement and improving learning outcomes. With proper planning and support, PBL can be a transformative teaching strategy that encourages deeper learning, fosters critical thinking, and builds essential life skills. Moving forward, further research should be conducted to explore the long-term impact of PBL on student development and its applicability in other educational contexts.

**REFERENCES**

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.