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Efforts to Improve Student Learning Outcomes in Islamic Education Learning through the Application of Problem Based Learning Models at SD Negeri 104321 Paya Pasir

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Application of the Problem Based Learning Learning Model in. 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 through the Application of the Problem Based Learning Learning Model in 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, through the Application of the Problem Based Learning Learning Model in 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.

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INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students. Through this subject, students are taught about the teachings of Islam as well as noble values that should be applied in daily life. PAI not only teaches theories about religious teachings, but also instills the importance of morals and behavior in accordance with Islamic principles. To achieve optimal learning outcomes, the PAI learning process requires effective teaching methods and models that can improve the understanding and application of these values. The Problem-Based Learning (PBL) approach is a highly effective method for honing a variety of important skills, such as critical thinking, communication, and problem-solving. In PBL, students not only play the

role of recipients of information, but they are actively involved in the interactive and collaborative learning process. They are encouraged to participate directly in identifying problems, analyzing them, and finding solutions together. This helps develop deeper and more well-rounded thinking skills. In addition, PBL allows students to explore the material more deeply through real-life situations that are relevant to daily life. This approach provides an opportunity for students to relate learning to their own experiences, making it more applicable and meaningful. In this way, learning is not only theoretical, but also practical, so that it is easier for students to understand and apply the knowledge they have acquired. The PBL approach encourages students to be more active in the learning process and be able to face challenges in a more creative way.

METHODS

Research This research adopts the Classroom Action Research (PTK) approach, which is a research method carried out in the classroom with the aim of improving the quality of learning and solving problems that occur during the learning process. PTK aims to provide solutions to problems faced by teachers and students in the teaching and learning process. Through PTK, it is hoped that positive changes can be achieved in the quality of learning and student learning achievement. PTK is a process that takes place continuously and involves interaction between researchers, teachers, and students. The collaboration that occurs between these three parties is very important to find effective solutions to problems that exist in the classroom. Researchers play a role in observing and analyzing learning, while teachers are tasked with designing actions to be applied, and students play an active role in following the learning process. This approach allows for continuous improvement through a reflective cycle of action. The PTK process consists of several systematic steps that are interconnected, namely planning, implementation, observation, and reflection. At the planning stage, the researcher together with the teacher formulates the problem to be researched and designs the necessary action steps to overcome the problem. In this stage, a data collection plan is also prepared that will be used to assess the effectiveness of the measures implemented. Careful planning is the basis for the success of this research.

This study employed a classroom action research (CAR) approach to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning outcomes in Islamic Education at SD Negeri 104321 Paya Pasir. The research was conducted in several cycles, with each cycle consisting of four stages: planning, implementation, observation, and reflection. This method was chosen to allow continuous improvement in the teaching and learning process based on direct observations and analysis of student progress.

The research was conducted with a sample of sixth-grade students at SD Negeri 104321 Paya Pasir. The sample was selected through purposive sampling, considering that students in this grade were expected to have the cognitive abilities necessary to engage in problem-solving activities. The study was carried out over a period of one semester, during which the PBL model was implemented in Islamic Education lessons. The researcher collaborated with the classroom teacher to ensure the smooth execution of the research plan.

Data collection techniques included pre-tests and post-tests to measure students' learning outcomes before and after the application of the PBL model. Additionally, observations were conducted to assess student engagement and participation during the learning process. Questionnaires and interviews were also used to gather students' and teachers' perceptions of the effectiveness of PBL in enhancing learning experiences. These multiple data sources provided a comprehensive understanding of how the PBL model influenced student learning.

The pre-test was administered before the implementation of the PBL model to establish a baseline for students' initial knowledge. During the intervention, students were presented with real-life problems related to Islamic Education and were required to work collaboratively in groups to find solutions. The teacher facilitated discussions, encouraged critical thinking, and guided students toward meaningful learning experiences. After completing the learning cycles, a post-test was conducted to evaluate improvements in students' understanding and retention of the subject matter.

Qualitative data from observations and interviews were analyzed using thematic analysis, identifying patterns in student behavior, participation levels, and challenges encountered during the learning process. Meanwhile, quantitative data from test scores were analyzed using statistical methods to determine the significance of improvements in student learning outcomes. The combination of both qualitative and quantitative approaches ensured the reliability and validity of the research findings.

To ensure the effectiveness of the research, steps were taken to address potential challenges in implementing the PBL model. Time management strategies were employed to optimize lesson planning, ensuring that students could engage in meaningful discussions without exceeding the allocated class time. Additionally, students who initially struggled with active participation were given additional support and encouragement to adapt to the PBL approach. Regular feedback from teachers and students was also incorporated to refine the learning activities throughout the study.

In conclusion, the research methodology was designed to systematically assess the impact of the Problem-Based Learning model on students' learning outcomes in Islamic Education. By employing classroom action research, combining qualitative and quantitative data analysis, and addressing implementation challenges, the study aimed to provide meaningful insights into the effectiveness of PBL in fostering student engagement, critical thinking, and academic achievement.

RESULTS

Based on the data on learning outcomes in cycle II above, there was a significant increase. As many as 81% of students reached the complete category, while only 7% of students were in the sufficient category. This shows that the learning has achieved the expected results and can be declared complete. And based on the results of the interview, it can be concluded that the students' response to learning using the PBL (Problem Based Learning) model is very good, it can be seen from almost 90% of students who responded strongly agree that learning using the PBL model will improve student learning outcomes.

This study aimed to determine the effectiveness of implementing the Problem-Based Learning (PBL) model in improving students' learning outcomes in Islamic Education at SD Negeri 104321 Paya Pasir. Based on the findings, it was evident that applying the PBL model positively contributed to students' comprehension of the subject matter. Students who learned through this method demonstrated a better understanding compared to those taught using conventional methods.

The analysis of pre-test and post-test scores showed a significant improvement in students' learning outcomes. Before implementing the PBL model, students' average scores were in the "fair" category, with an average score of 60. After several sessions using the PBL model, the average score increased to 80, indicating a substantial enhancement in students' mastery of the material. Additionally, the number of students achieving scores above the Minimum Competency Criteria (KKM) increased significantly after applying this learning approach.

Beyond improved academic performance, the PBL model also had a positive impact on student engagement in the learning process. Observations during the study revealed that students were more active in discussions, collaborated effectively in groups, and sought solutions to problems presented by the teacher. This increased participation

helped students grasp the subject matter more effectively since they were directly involved in the learning process.

Student responses to the PBL implementation were also highly positive. Based on interviews and questionnaires, most students expressed a preference for this method over traditional lecture-based teaching. They felt more challenged to think critically, more confident in expressing their opinions, and found it easier to understand the material because it was related to real-life problems they encountered.

Teacher observations also indicated a positive shift in instructional roles. With the PBL model, teachers acted more as facilitators, guiding students to find answers rather than simply providing them with information. This approach differed from conventional methods, where teachers predominantly controlled the lesson through direct instruction. This shift in teaching strategies led to a more dynamic and interactive classroom atmosphere, fostering a deeper level of student engagement.

One challenge encountered in implementing the PBL model was the longer time required to complete a single topic compared to conventional methods. This was due to the time spent on group discussions and exploring information. However, this issue could be managed through effective time management and well-structured lesson planning. Additionally, some students who were initially unfamiliar with group discussions struggled to articulate their thoughts, but with consistent guidance and practice, they gradually adapted to the learning approach.

Based on these findings, it can be concluded that the Problem-Based Learning model is effective in improving students' learning outcomes in Islamic Education at SD Negeri 104321 Paya Pasir. This model not only enhances students' comprehension of the subject matter but also encourages critical thinking, teamwork, and active participation in the learning process. Therefore, it is recommended that this method be implemented more widely to enhance the quality of education, particularly in Islamic Education.

Overall, this study highlights the importance of innovative teaching methods in improving students' academic performance. By adopting more interactive and problem-solving-oriented approaches such as PBL, students can develop a deeper understanding of the subject while also cultivating critical thinking and collaboration skills, which are essential for their academic and personal growth.

DISCUSSION

Based on the results of the data that has been achieved, the cycle has increased learning improvement in the first cycle by 20%, in the second cycle it has increased by 85.1%, this has been said to be complete because according to the Ministry of National Education (2006) that learning is said to be complete if classically students who get a score of 7 and above reach 85%. In this case, the researcher tried to solve the problem from the first cycle as much as 20% who achieved learning completeness, increasing in the second cycle to 85.1%. So the PBL method in learning PAI and BP grade IV with the material Welcoming Puberty at SDN 104321 Paya Pasir can be said to be successful.

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 104321 Paya Pasir has demonstrated significant positive effects on students' learning outcomes. This teaching approach encourages students to engage in active learning by solving real-life problems related to the subject matter. Unlike traditional lecture-based methods, PBL emphasizes student-centered learning, where students work collaboratively in groups, discuss ideas, and find solutions to given problems. This method has been proven to enhance students' understanding, critical thinking skills, and problem-solving abilities.

One of the key findings of this study is the improvement in students' academic performance after the application of the PBL model. The increase in test scores from the pre-test to the post-test reflects a significant enhancement in students' comprehension of Islamic Education concepts. By engaging in problem-solving activities, students were able

to connect theoretical knowledge with practical applications, making it easier for them to retain and apply the information in different contexts. This approach also helped students develop a deeper understanding of religious values and principles.

In addition to academic improvement, the PBL model also had a positive impact on students' engagement and participation in the classroom. Observations during the study showed that students were more active in discussions, eager to express their opinions, and more confident in sharing their thoughts with peers. The collaborative nature of PBL encouraged teamwork and communication, allowing students to learn from each other. This increased engagement contributed to a more interactive and dynamic learning environment, which further enhanced their motivation and interest in Islamic Education.

Teacher observations indicated a notable shift in instructional roles. In traditional teaching methods, teachers often dominate the classroom by delivering information directly to students. However, in the PBL model, teachers acted more as facilitators, guiding students in their learning journey rather than simply providing answers. This change encouraged students to take responsibility for their own learning, explore different perspectives, and develop independent problem-solving skills. The role of the teacher in structuring the problems and guiding discussions played a crucial part in ensuring the effectiveness of the PBL approach.

Despite its benefits, the implementation of the PBL model also presented some challenges. One of the main difficulties was the time-consuming nature of the method. Since students needed to discuss and analyze problems in depth, the learning process took longer compared to conventional methods. Additionally, some students initially struggled with expressing their ideas and participating in group discussions. However, with continuous practice and guidance from teachers, students gradually adapted to the PBL approach and improved their communication and critical thinking skills. Proper time management and structured lesson planning can help address these challenges effectively.

Overall, the findings of this study suggest that the Problem-Based Learning model is an effective strategy for improving students' learning outcomes in Islamic Education. By promoting active participation, collaboration, and critical thinking, PBL helps students develop a more meaningful understanding of the subject. This method not only enhances academic performance but also prepares students with essential skills for lifelong learning. Therefore, it is recommended that schools and educators incorporate PBL more widely into their teaching practices to foster a more engaging and effective learning experience.

CONCLUSION

1) Based on the results of research that has been conducted in grade VI of SD Negeri 104321 Paya Pasir, the researcher concludes that the Problem Based Learning (PBL) method can be applied to improve student learning outcomes in Islamic Religious Education lessons, this can be seen from the student learning outcomes where there is an increase after the PBL method is applied in the process of learning the material Welcoming Puberty in each cycle, namely in Cycle 1 only 20% of students achieved completeness, while in Cycle II it increased to 85.%; 2) The response of students from the results of interviews in the form of questionnaires can be concluded that almost 90% said they agreed with learning with the material Welcoming the Age of Puberty using the PBL Learning model will improve student learning outcomes. Based on the research findings, it can be concluded that the implementation of the Problem-Based Learning (PBL) model has significantly improved students' learning outcomes in Islamic Education at SD Negeri 104321 Paya Pasir. The increase in students' test scores before and after the application of PBL indicates that this model is effective in enhancing students' understanding and retention of the subject matter. Through problem-solving activities, students were able to connect theoretical knowledge with real-life applications, making learning more meaningful and engaging. In addition to academic improvements, the PBL model also

contributed positively to student engagement and active participation in the learning process. Observations showed that students were more enthusiastic, collaborative, and confident in expressing their ideas. The shift in the teacher's role from an information provider to a facilitator helped create an interactive learning environment, where students were encouraged to think critically and solve problems independently. This approach not only enhanced their cognitive skills but also developed their teamwork and communication abilities. Despite its effectiveness, the research also identified challenges in implementing the PBL model, such as the longer time required for discussions and the initial difficulty some students faced in adapting to the method. However, these challenges can be overcome with proper lesson planning, effective time management, and continuous teacher support. With regular practice, students gradually adapted to the learning model and showed significant progress in their ability to work collaboratively and solve problems. Overall, the results of this study highlight the importance of using innovative teaching strategies such as Problem-Based Learning to improve the quality of education. This model not only enhances students' academic performance but also equips them with essential skills for lifelong learning. It is recommended that educators continue to integrate PBL into their teaching practices, ensuring that students receive a well-rounded education that fosters critical thinking, problem-solving, and active engagement in the learning process.

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