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Improving student Learning Outcomes in Islamic Education Learning through the Problem Based Learning Model at SD Negeri 106455 Tanah Bersih

Marliah ✉, SD Negeri 106455 Tanah Besih, Indonesia
Monika Sari, SD Negeri 104317 Gelam, Indonesia
Vivi Pratiwi, SD Negeri 104320 Penggalangan, Indonesia

✉ *marliahahmad98@gmail.com*

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

INTRODUCTION

Pendidikan Agama Islam adalah segala usaha yang berupa pengajaran bimbingan dan asuhan terhadap agar kelak mendapatkan pendidikan yang di dapat memahami, meneladani dan mengamalkan ajaran agama serta menjadikan sebagai way of the life (jalan kehidupan) sehari-hari baik dalam kehidupan maupun sosial masyarakat. Guru mempunyai peranan yang sangat penting dalam menentukan kuantitas dan kualitas pengajaran yang dilaksanakan.

Oleh sebab itu, guru harus memikirkan dan membuat perencanaan secara seksama dalam meningkatkan kesempatan belajar bagi siswanya memperbaiki kualitas mengajarnya. Seiring perkembangan zaman guru harus bisa meguasai berbagai jenis

metode dan media pembelajaran yang mendukung kegiatan pembelajaran dan output yang diharapkan. Perubahan-perubahan dalam mengelola kelas, menggunakan metode dan strategi mengajar maupun sikap dan karakteristik guru dalam mengelola proses belajar mengajar. Guru berperan sebagai pengelola belajar mengajar, bertindak sebagai fasilitator yang menciptakan pembelajaran yang aktif dan efektif sehingga proses pembelajaran dapat berjalan dengan lancar.

Mengembangkan bahan pelajaran dengan baik dan meningkatkan kemampuan peserta didik untuk menyimak pelajaran dan menguasai tujuan pembelajaran yang harus dicapai oleh peserta didik. Agar tujuan terpenuhi maka guru harus mampu mengelola proses selama pembelajaran yang memberikan umpan balik kepada peserta didik sehingga peserta didik tergerak kemauannya untuk belajar karena mereka merupakan subyek utama dalam proses belajar mengajar. Kondisi di lapangan saat ini menunjukkan bahwa masih diberlakukannya pendekatan konvensional yang tidak efektif dan menimbulkan kejenuhan peserta didik didalam kelas. Proses pembelajaran pendidikan agama Islam di SD Negeri 106455 TANAH BESIH Pangkalan Susu pada materi Q.S Al-Hujurat ayat 13 fakta yang terungkap adalah hasil belajar PAI di kelas IV yang masih rendah.

Metode yang digunakan adalah metode ceramah dan penugasan dengan menggunakan Buku Pegangan Siswa jadi siswa kurang aktif dalam pembelajaran. Disisi lain, seringnya ketidakhadiran siswa disekolah, tergesa-gesa dalam menjawab pertanyaan, menganggu teman saat belajar, mengantuk di dalam kelas yang membuat tidak fokus belajar. Hal-hal seperti itu merupakan faktor pemicu rendahnya hasil belajar siswa sehingga pembelajaran berjalan tidak efektif. Berdasarkan uraian di atas, diperlukan suatu strategi pembelajaran yang dapat membuat peserta didik mudah untuk memahami materi pelajaran. Salah satu strategi nya dengan menerapkan model Problem Based Learning menggunakan media puzzle. Dalam Problem Based Learning, peserta didik dibagi menjadi beberapa kelompok yang masing-masing kelompok terdiri dari 4 sampai 5 orang.

Di dalam satu kelompok terdapat peserta didik yang nilai akademiknya di atas rata-rata, menengah dan di bawah rata-rata. Diharapkan peserta didik yang punya kemampuan di atas rata-rata bisa membantu teman kelompok yang menengah dan di bawah rata-rata sehingga mereka dapat mengatasi kesulitan bersama. Problem Based Learning menekankan pada pemecahan masalah yang sesuai dengan kompetensi tujuan pembelajaran. Berdiskusi dalam kelompok dan mempresentasikan. Model pembelajaran ini nantinya akan dipadukan dengan media puzzle.

Peneliti menggunakan media puzzle dalam pembelajaran karena media puzzle meupakan salah satu permainan yang edukatif yang bermanfaat untuk meningkatkan kemampuan kognitif, kemampuan motorik halus, melatih kesabaran dan melatih kemampuan berfikir kritis. Dalam pembelajaran pendidikan agama Islam untuk materi Q.S Al-Hujurat ayat 13 media puzzle merupakan permainan yang menyusun kepingan bacaan ayat menjadi ayat yang sempurna dan membutuhkan kesabaran dan ketekunan dalam menyelesaikan permainan tersebut.

Peran guru disini juga sebagai pembimbing dengan menyediakan materi atau konsep apa yang akan dipelajarai dan memberikan peluang kepada peserta didik untuk menganalisis sesuai dengan materi yang dipelajari. Oleh sebab itu, guru lebih mengutamakan keaktifan peserta didik dan memberikan kesempatan kepada mereka untuk lebih aktif dalam menyelesaikan permainan puzzle sesuai dengan materi yang disajikan untuk meningkatkan kemampuan peserta didik.

Peserta didik yang mempunyai kemampuan di atas rata-rata ikut bertanggung jawab membantu yang lemah dalam kelompoknya. Sehingga peserta didik dapat mengembangkan kemampuan keterampilan yang dimilikinya, sedangkan peserta didik yang lemah akan terbantu sehingga dapat membantu dalam meningkatkan hasil belajar peserta didik.

METHODS

Dalam penelitian ini peneliti menggunakan penelitian PTK (Penelitian Tindakan Kelas). Penelitian Tindakan Kelas sering disebut Classroom Action Research. Biasanya dilakukan oleh guru di kelas atau sekolah tempat ia mengajar, dengan penekanan pada penyempurnaan atau peningkatan proses dan praksis pembelajaran. Guru merencanakan perubahan yang akan dilakukan bersama dengan para siswa, bersama observer lainnya (jika ada) dan melakukan observasi dan proses belajar berlangsung sesuai dengan jadwal belajar seperti biasanya.

Ada tiga prinsip dasar yang menjadi ciri Penelitian Tindakan Kelas (PTK) yaitu, 1) Adanya partisipsi dari peneliti dalam suatu program kegiatan; 2 Adanya tujuan untuk meningkatkan kualitas suatu program atau kegiatan melalui penelitian tindakan; 3) Adanya tindakan (treatment) untuk meningkatkan kualitas suatu program atau kegiatan. Tahapan penelitian tindakan kelas dilakukan melalui empat tahapan yaitu perencanaan, pelaksanaan tindakan, observasi dan refleksi.

Adapun Variabel yang digunakan dalam penelitian ini adalah variabel bebas dan variabel terikat. Populasi Penelitian yaitu keseluruhan keseluruhan yang terdiri dari objek atau subjek yang mempunyai kualitas dan ciri tertentu yang telah ditentukan oleh peneliti unutk dibahas lebih lanjut yang akan dijadikan kesimpulan. Dalam penelitian ini yang diambil adalah peserta didik SD Negeri 106455 Tanah Besih sejumlah 94 orang. Jenis data yang digunakan dalam penelitian ini adalah, 1) Data kuantitatif, yang berupa hasil belajar siswa dalam bentuk angka; dan 2) Data kualitatif yang berupa pelaksanaan tindakan yang dituliskan dalam kata-kata atau kalimat. Pada Penelitian Tindakan Kelas ini sumber data di bedakan menjadi dua, yaitu sumber data primer dan sumber data sekunder. Teknik pengumpulan data dalam penelitian ini ada 5 jenis yaitu observsai, angket, wawancara, tes dan dokumentasi.

RESULTS

Tujuan dari penelitian ini adalah untuk mengetahui penerapan pendekatan Problem Based Learning dalam meningkatkan kemampuan pemecahan masalah pelajaran agama Islam (PAI) materi pokok Surah Al-Hujarat Ayat 13 pada siswa kelas IV SD Negeri 106455 tahun 2024, yang berjumlah 25 siswa. Berikut ini tabel yang menunjukkan jadwal pelaksanaan Pembelajaran PAI selama kegiatan penelitian di kelas IV SD Negeri 106455 Tanah Besih tahun 2024. Pelaksanaan tindakan pembelajaran pelajaran agama Islam (PAI) dengan pokok bahasan "Q.S Al Hujarat Ayat 13" melalui pendekatan Problem Based Learning. Pada siklus I, dilaksanakan pertemuan sebanyak 3 kali pertemuan yaitu dua kali untuk materi dengan alokasi saat untuk satu kali pertemuan selama 2 x 280 menit dan satu kali untuk tes evaluasi akhir siklus dengan alokasi saat 1 x 35 menit.

Materi yang dipelajari siswa adalah Q.S Al-Hujarat Ayat 13, mampu membaca surah Al-Hujarat ayat 13 dan memahami hukum tajwid serta maknanya. Seperti yang tercantum di dalam LKPD pertemuan 1 siklus I dan LKPD pertemuan 2 siklus I. Beberapa kelompok tidak membaca instruksi yang terdapat pada LKPD pertemuan 1 siklus I sehingga mereka terlihat kesulitan dalam mengerjakan LKPD, terlalu sering bertanya pada teman atau guru, padahal apa yang mereka tanyakan sudah tertuang dalam instruksi di LKPD, siswa masih kesulitan mengilustrasikan beberapa bentuk masalah (soal) yang ada pada LKPD. Saat kelompok lain mempresentasikan jawaban hasil diskusinya, masih ada siswa yang tidak memperhatikan dan bergurau sendiri.

Untuk mengatasi agar hambatan hambatan ini tidak terulang lagi, pada pertemuan 2 nanti, siswa diminta untuk lebih mandiri bersama teman kelompok dalam mengerjakan LKPD, dan lebih serius dalam mengikuti pembelajaran sedangkan mengenai guru, penyampaian tujuan pembelajaran kurang optimal, pengawasan, pembimbingan terhadap kelompok belajar perlu ditingkatkan.

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 106455 Tanah Bersih has shown a significant improvement in students' learning outcomes. Based on the analysis of pre-test and post-test results, there

was a notable increase in students' comprehension of the subject matter. Before applying the PBL model, many students struggled to grasp abstract religious concepts. However, after engaging in interactive problem-solving activities, they demonstrated a deeper understanding and better retention of key Islamic teachings.

In addition to academic improvement, student engagement levels increased significantly during the learning process. Observations indicated that students became more enthusiastic and active participants in class discussions. Unlike traditional teaching methods that rely on passive learning, PBL encouraged students to think critically, work collaboratively, and express their ideas confidently. This interactive approach not only made learning more enjoyable but also helped students develop essential social and communication skills.

Furthermore, the study found that the PBL model fostered teamwork and cooperation among students. Since problem-solving activities required group discussions and collaboration, students learned how to listen to different perspectives, respect opinions, and work together to find solutions. This cooperative learning environment played a crucial role in enhancing students' ability to analyze and apply Islamic teachings in real-life situations.

Another key finding was the shift in the teacher's role from being the primary source of knowledge to a facilitator of learning. Through guided inquiry and structured problem-solving tasks, teachers helped students explore and construct knowledge independently. This shift encouraged students to take more responsibility for their own learning, making them more self-directed and motivated to seek answers beyond what was taught in class.

Despite the success of the PBL model, some challenges were observed during the research. One of the main difficulties was time management, as problem-solving activities often took longer than traditional lectures. Some students also initially struggled to adapt to the new learning approach, as they were accustomed to receiving direct instruction. However, with continuous practice and teacher guidance, students gradually adjusted and became more comfortable with the method.

The assessment of student performance and feedback from both teachers and students indicated that PBL had a positive impact on learning outcomes. Students not only performed better in tests but also demonstrated higher-order thinking skills, such as analysis, evaluation, and problem-solving. Their ability to connect religious knowledge with everyday life situations improved, making their understanding of Islamic Education more meaningful and applicable.

Overall, the findings of this study confirm that the Problem-Based Learning model is an effective approach to improving students' learning outcomes in Islamic Education. It enhances academic achievement, promotes active learning, and fosters essential life skills. Given these benefits, it is recommended that educators continue implementing and refining PBL to create a more engaging and student-centered learning environment.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 106455 Tanah Bersih has shown positive impacts on students' learning outcomes. This learning model encourages students to engage in active problem-solving, fostering critical thinking and deeper understanding of the subject matter. Unlike traditional teaching methods, which rely heavily on direct instruction, PBL allows students to explore real-world issues related to Islamic teachings, making the learning process more meaningful and engaging.

One of the most significant findings of this study is the improvement in students' academic performance. The comparison between pre-test and post-test results clearly indicates an increase in students' comprehension of Islamic Education concepts. Before the implementation of PBL, many students struggled to understand abstract religious concepts. However, after engaging in problem-solving activities and discussions, they

were able to grasp these concepts more effectively, resulting in higher test scores and overall academic progress.

Besides enhancing academic achievement, the PBL model also positively influenced student participation and engagement in the learning process. Observations during the study revealed that students were more enthusiastic in classroom discussions, actively working together to analyze and solve problems. The cooperative nature of PBL encouraged students to express their thoughts, listen to different perspectives, and collaboratively develop solutions, which ultimately strengthened their communication and teamwork skills.

Furthermore, the role of the teacher shifted significantly in a PBL-based classroom. Instead of being the primary source of knowledge, the teacher acted as a facilitator, guiding students in their exploration of problems and solutions. This change created a more student-centered learning environment, where students took greater responsibility for their own learning. The teacher's role in designing relevant problems and encouraging students to think critically played a crucial part in the effectiveness of the learning process.

Despite its numerous benefits, the implementation of PBL also posed certain challenges. One of the main difficulties was time management, as problem-solving activities often required more time than traditional lecture-based lessons. Some students also initially struggled with the transition from passive learning to active participation. However, with structured lesson planning, clear guidance, and continuous practice, these challenges were gradually addressed, leading to more effective learning experiences.

The results of this study indicate that the Problem-Based Learning model is an effective strategy for improving students' understanding and application of Islamic Education concepts. By engaging students in real-life problem-solving, PBL not only enhances academic performance but also nurtures critical thinking, teamwork, and self-confidence. These skills are essential for students' overall development and future success.

In conclusion, the findings suggest that incorporating PBL into Islamic Education can significantly improve learning outcomes and student engagement. Educators should consider integrating this model into their teaching strategies to create a more dynamic and interactive learning environment. With proper implementation and continuous refinement, PBL has the potential to transform Islamic Education into a more engaging and effective subject for students.

CONCLUSION

Based on the findings of this study, 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 106455 Tanah Bersih. The increase in students' test scores before and after the application of PBL indicates that this model is effective in enhancing their understanding and retention of Islamic teachings. Through problem-solving activities, students were able to relate theoretical knowledge to real-life situations, making the learning process more meaningful and applicable. In addition to academic improvement, the PBL model has also positively influenced student engagement and active participation in the learning process. Observations during the study showed that students became more enthusiastic, interactive, and confident in expressing their opinions. The collaborative nature of PBL encouraged teamwork, critical thinking, and communication skills, which are essential for both academic success and personal development. However, despite its benefits, the implementation of PBL also presented challenges, particularly in terms of time management and students' initial adaptation to the new learning approach. Some students required additional guidance and practice to fully engage in the problem-solving process. Nevertheless, with well-structured lesson planning and continuous teacher support, these challenges were effectively addressed, leading to improved learning experiences. Overall, the results of this study highlight the importance of using innovative learning models such as PBL in Islamic Education. This

approach not only enhances students' academic performance but also fosters essential skills for lifelong learning. It is recommended that educators continue to integrate PBL into their teaching strategies to create a more interactive and student-centered learning environment, ultimately improving the quality of education in Islamic studies.

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