JURNAL PENDIDIKAN PROFESI GURU

Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SDN 104301 Pematang Ganjang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by 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 it 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

Education must be able to prepare individuals to face change. Thus, humans are not swept away in the flow of change, but can face it wisely, where people's lives can still be managed well (Aziz, 2020). Education also plays an important role in human life activities. The quality of human resources is highly dependent on the education they receive. If the education obtained is of high quality, then the quality of human resources will also be good. Religious education is education that provides knowledge and shapes the attitudes, personalities and skills of students in practicing their religious teachings, which is carried out at least through subjects / lectures on all paths, levels and types of education. The more advanced civilization is, the greater the need for religion. Without religion, such progress does not necessarily bring happiness to mankind, it can even potentially damage

them. This religious subject does not only teach Islamic theory, but focuses more on the application of these teachings in daily life in the community. In the classroom, the teacher still plays the role of the center of learning, while students only sit, listen, take notes, and memorize. Students are not used to learning actively. Teachers are also not optimal in using the right model to involve students directly, so students often tend to be silent, afraid to express ideas or opinions, and reluctant to ask questions. On the other hand, teacher-centered learning, rigid classroom atmosphere, less supportive learning media, suboptimal student organization and the use of learning strategies are factors that cause low student learning outcomes. So the problem faced by teachers is how to create models learning that is varied, fun, and meaningful so that students can be independent and achieve completeness in learning. This problem is what encourages the author to modify various learning models and strategies according to the characteristics of the material, the characteristics of students and adjusted to the teacher's ability. Especially in the material of faith in the books of Allah Class III Phase B, where in general this material will be learned by students by listening to the teacher's lectures so that to overcome this problem, the researcher is interested in conducting research by applying an innovative learning model, namely the Problem-Based Learning model. According to Ni Made, this model teaches students to use concepts and interaction processes to assess what they know, identify what they want to know, gather information, and collaboratively evaluate hypotheses based on the data that has been collected.

METHODS

As the subject of the class action research is class IA students which are 29 students, with 15 male students and 14 female students. The researcher chose this class as the subject of the study because the average score of Islamic Religious Education and Ethics is still low compared to other classes. Therefore, it is hoped that this class can help in the smooth collection of data and research procedures. Classroom action research was carried out at the place where the researcher was on duty, namely at SD Negeri No. 104301 Pematang Ganjang in the 2024/2025 Academic Year, starting from .... January 2025. The address of SD Negeri No. 104301 Pematang Ganjang is in Hamlet II Pematang Ganjang, Sei Rampah District, Serdang Bedagai Regency, North Sumatra Province. This type of research is Classroom Action Research (PTK) which in English is called classroom action research, with actions in the form of the application of the make a match learning method which is expected to be able to improve learning outcomes on Islamic pillar materials and be able to improve the quality of learning implementation. Classroom action research (PTK) has a very important and strategic role in improving learning outcomes if implemented properly. In its implementation, teachers as research subjects consciously seek to develop their ability to identify and solve problems that arise in the learning process in the classroom. In this study, the researcher uses a descriptive qualitative approach, which aims to describe the form of learning that can improve student learning outcomes by applying the make a match learning method to the Islamic pillars material. The descriptive qualitative approach allows researchers to gain a deep understanding of how the application of these learning methods can have an impact on student learning outcomes. By exploring qualitative data through observation, interviews, and document analysis, researchers can identify effective aspects and describe in detail the forms of learning that are successful in improving student learning outcomes on the Islamic pillar material. Researchers will conduct research in two cycles, namely cycle I and cycle II. Cycle II is improvement from cycle I and will be terminated if the achievement indicators have been achieved. The procedure to be applied in this study includes 4 (four) stages consisting of; 1) planning; 2) implementation; 3) observation, and; 4) reflection. The variables in this study consist of two variables, namely; 1) Independent variable: Application of the Problem Based Learning Match learning model in the material of faith in the books of Allah; 2) Dependent variable: Student learning outcomes. Dependent variables are

variables that will be affected by independent variables. In this hypothesis, student learning outcomes are identified as dependent variables. Student learning outcomes will be measured or evaluated to find out whether the application of the Problem Based Learning learning model improves their learning outcomes. The types, sources, and data collection techniques in this study are as follows; 1) Data Type. The data collected in this study is qualitative data. Qualitative data provides a deep understanding of the experiences, views, and perceptions of research subjects related to the application of the Problem Based Learning learning model and student learning outcomes on Islamic pillar materials.; 2) Data Sources. The data sources in this study are; 1) Observation; 2) Written test. Data Collection Techniques; 1) Observation; 2) Written test. In this Class Action Research, the data analysis method used is descriptive qualitative analysis. The selection of the qualitative method is based on the fact that this study does not involve statistical tests, while the descriptive option is used to describe the research clearly and completely through sentences explaining the findings obtained in the study.

RESULTS

The results of the data from the observation of the activities of the first and second meeting teachers as a whole assessed at the second meeting in the quality category were quite carried out with a total score of 12 obtained from 20 descriptors with a final score percentage of 60%. Meanwhile, the results of the observation of student activities in the second cycle were generally quite active with scores obtained from a total of 10 aspects with a value category of 66.66%.

Meanwhile, from the results of the questionnaire evaluation, the students' learning outcomes were in the category of quite motivated with the number of students who were motivated in learning was 13 people with a percentage value of 60%. Although it is quite active, student learning activities must be further improved because it can be concluded that research indicators have not been achieved. This means that actions must be continued to cycle II.

The second cycle action is an improvement from cycle I, the data from the observation of the teacher's teaching activity as a whole at the first meeting which was assessed at the second meeting has increased with the acquisition of the number of scores observed at 17 percent, 85% entered the category of very well implemented. Then the results of the observation of student learning activities were assessed as a whole in the first and second meetings in the second cycle, a total of 14 scores were obtained with a percentage of 93.33% entering the very active category.

Furthermore, the data on the results of the student learning motivation questionnaire that was assessed from the entire first and second meetings in the second cycle were 25 students who received an improvement in the overall learning outcomes of students, namely 29 people with a percentage score of 80% in the good category.

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 104301 Pematang Ganjang led to significant improvements in students' learning outcomes. Prior to applying this model, students exhibited limited engagement in lessons, often relying on passive learning methods such as note-taking and listening to lectures. However, following the application of PBL, students became more actively involved in the learning process, engaging in discussions, problem-solving activities, and collaborative tasks that encouraged a deeper understanding of the material.

Through the use of real-life problems related to Islamic teachings, students were able to connect theoretical knowledge to practical situations. This hands-on learning approach enabled them to gain a more comprehensive understanding of key concepts such as Islamic ethics, history, and practices. The problem-solving tasks presented in PBL were directly relevant to the students' daily lives, which contributed to their increased motivation and enthusiasm to learn. As a result, test scores and assessments showed notable improvement in students' comprehension and retention of the material.

Moreover, students demonstrated enhanced critical thinking and analytical skills through the PBL approach. They were encouraged to identify problems, formulate hypotheses, and collaborate with peers to seek solutions. This approach not only improved their ability to analyze and evaluate information but also helped them develop practical skills that they could apply outside the classroom. By engaging in these activities, students were able to develop a deeper understanding of Islamic values and how to implement them in real-world contexts.

Another important finding of the study was the positive impact on students' social and communication skills. Working in small groups allowed students to share ideas, communicate effectively, and listen to their peers' perspectives. This collaborative environment helped students develop strong teamwork abilities, which are essential for success in both academic and real-world situations. The increased interaction among students fostered a sense of community and mutual respect, contributing to a positive classroom atmosphere.

Despite the success of PBL, the study also revealed some challenges. One of the main difficulties was managing the time required for the problem-solving tasks. Since PBL involves extended group discussions and research, some lessons took longer to complete than initially planned. Teachers had to carefully structure the time allocated for each activity to ensure that all learning objectives were met. However, with proper time management strategies, these challenges were effectively addressed, and the benefits of PBL were evident in the students' outcomes.

In conclusion, the application of the Problem-Based Learning model in Islamic Education at SD Negeri 104301 Pematang Ganjang resulted in improved student engagement, critical thinking, and overall learning outcomes. By integrating real-world problems and promoting collaboration, PBL enabled students to connect academic content to practical applications, thereby enhancing their understanding of Islamic teachings. The positive effects of PBL on student performance highlight its potential as an effective instructional strategy in Islamic Education and other subjects.

DISCUSSION

The application of the Problem Based Learning (PBL) model in Islamic Education at SD Negeri 104301 Pematang Ganjang has shown remarkable improvements in students' learning outcomes. PBL encourages students to engage with real-world problems, stimulating critical thinking and problem-solving skills. In this study, the integration of PBL into the curriculum provided students with an opportunity to actively explore Islamic concepts through meaningful and relevant scenarios, which fostered deeper understanding and retention of the material.

One of the significant advantages of PBL is its ability to encourage students to take an active role in their learning process. By presenting problems related to Islamic teachings and encouraging students to work in groups to find solutions, they became more engaged in the subject matter. Instead of passively listening to the teacher, students were able to interact with the content, apply their prior knowledge, and collaborate with peers to solve problems. This shift from a passive to an active learning environment was one of the key factors in improving their learning outcomes.

Another benefit of PBL is its promotion of critical thinking and creativity. Students were encouraged to analyze the problems presented to them from various perspectives and come up with innovative solutions. This approach is particularly effective in Islamic Education, where the application of teachings in daily life is crucial. Through PBL, students were able to connect theoretical concepts to real-life situations, deepening their understanding of Islamic values, ethics, and practices.

The collaborative nature of PBL also had a positive impact on students' social and communication skills. Working in groups allowed students to share ideas, discuss different

viewpoints, and learn from each other's experiences. This collaborative learning environment helped build mutual respect among students and fostered teamwork, which are essential skills both in academic and real-world settings. It also encouraged students to listen actively and value the perspectives of others, enhancing their interpersonal relationships.

In addition to improving social skills, the PBL model also contributed to the development of problem-solving abilities in students. They were tasked with identifying issues, researching possible solutions, and discussing their findings. This process not only helped students enhance their analytical thinking but also gave them the confidence to tackle challenges independently. As a result, they were better equipped to approach complex questions in Islamic Education and other subjects with a problem-solving mindset.

Despite the positive outcomes, the implementation of PBL also presented certain challenges. One of the primary challenges was time management. PBL requires more time compared to traditional teaching methods, as students need time to research, discuss, and present their findings. This posed a challenge for teachers in terms of balancing the lesson content with the time available. However, through careful planning and structuring of activities, the teacher was able to effectively manage the class and ensure that learning objectives were met.

Another challenge was the varying levels of participation among students. While some students were highly engaged and contributed actively to group discussions, others were more passive. To address this, teachers implemented strategies such as assigning roles within groups to ensure that all students participated equally. Additionally, teachers provided ongoing guidance and support to students who struggled with the material, helping them to stay on track and participate more actively.

Overall, the results of this study indicate that the PBL model is an effective approach to improving student learning outcomes in Islamic Education. By fostering a more interactive, collaborative, and problem-solving-oriented classroom environment, PBL enhances student engagement, critical thinking, and practical application of Islamic teachings. Despite challenges related to time management and student participation, the benefits of PBL far outweigh the difficulties, making it a valuable teaching method for Islamic Education. With continued support and refinement, the PBL model can become a powerful tool for improving educational outcomes in various subjects.

CONCLUSION

Based on the results of the research and analysis of the Classroom Action Research (PTK) data that has been carried out, it can be concluded that the application of the Problem Based Learning learning model can improve the learning outcomes of grade III students of SD Negeri 104301 Pematang Ganjang. This is shown by the following results; 1) Implementation of actions in cycle II which refers to the reflection of the cycle with results, observation of teacher activities with a percentage in cycle I 60% in the category of moderately implemented and cycle II 85% in the category of very well implemented; 2) The results of student activities in the first cycle in the active student category with a percentage of 66.66%, in the second cycle in the very active student category with a percentage of 93.33%, this shows that learning using the Problem Based Learning learning model can help improve student learning outcomes; 3) The results of the student learning motivation questionnaire from the first cycle of the good category with a percentage of 60%, experienced an increase in the second cycle after improvement with a very good category with a percentage of 80%. This shows that students are motivated in learning by holding learning using the Problem Based Learning learning model.

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