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Improving Student Learning Outcomes in Islamic Education Learning through the Problem Based Learning Model at SMP Negeri 5 Sibolga

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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, Learning Outcomes, Islamic Education.

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INTRODUCTION

The role of teachers in developing teaching materials is crucial to ensure that the understanding of the material does not only stop at the cognitive level, but is also implemented in students' daily attitudes. Teachers must design learning materials that are not only theoretical but also practical and contextual, so that students can see the relevance of the material in their lives. Through the use of interactive learning methods such as group discussions, simulations, and case studies, teachers can help students internalize the values being taught. In addition, teachers also need to provide concrete examples of expected attitudes and create a classroom environment that supports the application of these values. Constructive feedback and holistic assessment are also important to ensure that students not only understand the concepts but are also able to apply them in everyday actions. Thus, the role of teachers is the key in shaping the

character of students who are not only knowledgeable but also behave in accordance with the values learned. As educators, the role of teachers has great significance in implying character values to students through the learning materials received by students. This role is the key in efforts to improve the quality of education and form a generation that will carry out leadership roles for the country. One of the character values that is very important and needs to be instilled in students in Indonesia is the value of tolerance. Tolerance is an attitude of respecting and respecting differences that exist in society, be it culture, ethnicity, opinion or religious differences. This value is very relevant and crucial considering that Indonesia is a country with high diversity. One of the factors that determines the success of an education is the role of teachers. In which teachers have a strategic role in curriculum development and learning, including the transfer of knowledge and values to achieve educational goals (Fatmawati 2021). Similarly, learning Islamic religious education in junior high schools, where teachers are required to display various basic skills in a integrated in the learning process. These abilities are for example mastery of material, ability to master teaching methods, motivating learning situations, relationships with students and various other abilities. Therefore, one of the steps that can be taken by a teacher as a student guide, especially in learning Islamic religious education in junior high school, is to choose the right learning model, both for the material and the learning situation and conditions at that time. So that this learning can stimulate students to obtain the expected competencies. The success of education is greatly influenced by the way teachers deliver learning, the learning taught is really understood by students so as to create a learning atmosphere that can make students motivated to learn, especially Islamic religious education lessons. Students are said to be complete if the value of the student's Islamic religious education learning outcomes reaches the KKTP (criteria for achieving learning objectives). However, in reality that expectation cannot be achieved by most of the students taught. Especially in the subject of Islamic religious education in grade VIII of SMP Negeri 5 Sibolga, a problem arises, namely that most of the students' learning outcomes have not reached the KKTP (criteria for achieving learning objectives). Based on the author's observations in grade VIII of SMP Negeri 5 Sibolga, information was obtained that the learning outcomes of Islamic religious education in grade VIII for the 2024/2025 academic year in summative assessment were relatively low. There are still many students who do not achieve the minimum score of 75 and the KKTP (criteria for achieving learning objectives) that has been set. This can be seen from the results of the daily test of students' Islamic religious education. Where out of 15 students, only 5 people (32%) have completed KKTP while 10 people (68%) have not achieved KKTP with an average learning outcome of 62.87 Islamic religious education. The low student learning outcomes are caused by several things, namely (1) Teachers in delivering subject matter do not attract students' attention (2) Teachers do not use learning models (3) Lack of interaction between teachers and students. From some of these things, several symptoms arise in students, namely (1) Students often do not pay attention to the explanation of the material given by the teacher (2) Only students who are smart and those who sit in the front look active (3) Students who sit in the back are busy with their respective activities, so that students do not understand the subject matter being studied. The expected teaching and learning process is that students complete learning for certain competencies. Students are said to be complete if the learning outcome score reaches the criteria for achieving learning objectives (KKTP). In order for learning outcomes to be achieved as expected, it is necessary to make efforts to improve learning. One of the efforts to improve Islamic religious education learning to achieve the expected learning outcomes is through the problem based learning (PBL) learning model. By using this problem-based learning (PBL) learning model, it is hoped that students can be more active in working together in groups, and students can more easily understand the subject matter. Based on the description above, the author conducted a study with the title "Improving Student Learning Outcomes in Islamic Religious Education Subjects: Internal and Inter-Religious Tolerance Materials Through the Problem Based Learning (PBL) Model in Class VIII SMP Negeri 5 Sibolga".

METHODS

The type of research is a way that will determine the steps to be taken in conducting research. According to Arikunto et al. (2021), PTK allows teachers to analyze the obstacles faced by students in direct learning, so that improvements can be made systematically and continuously. The PTK model can be applied to various aspects of learning, such as teaching strategies, media use, and approaches to evaluating students. For example, Suprijono (2022) stated that the use of PTK-based active learning methods can increase student involvement in the learning process. In addition, this approach also encourages teachers to improve their professional abilities through hands-on actions in the classroom. In this study, the theoretical framework of PTK is used as a basis to develop structured measures to improve the quality of learning, with a focus on improving student learning outcomes. PTK is carried out in two cycles, where each cycle includes planning, implementation, observation, and reflection stages. Research variables are elements or factors that are measured, observed, or manipulated in a study to understand the relationship or influence between each other. Research variables of the class action research proposal on this occasion the researcher took two variables, namely variables X and Y; 1) Variable X, namely: using the Problem Based Learning (PBL) learning model; 2) Variable Y, namely: Improving the learning outcomes of Islamic religious education material on Internal and Inter-Religious Tolerance in grade VIII of SMP Negeri 5 Sibolga. A population is an entire group of individuals, objects, or events that have certain characteristics according to the purpose of the research (Sugiyono, 2021). Population acts as the primary scope in the study, where relevant data will be taken. In this study, the population includes all grade VIII students in SMP Negeri 5 Sibolga. This population was chosen because it was considered to be able to provide relevant information to answer research problems. The sample is the part of the population that is taken to be representative (Creswell & Creswell, 2020). This study will use 22 grade VIII students as a sample. Sample selection is carried out purposively, that is, selecting groups of students who are relevant to the research objectives. This method allows researchers to focus on subjects that have direct relevance to the research being conducted. The data needed in this study are teacher activities and student activities during the learning process, and student learning outcomes on Islamic religious education subjects after participating in the learning process. The data collection technique in this study is carried out through observation notes about the activities of teachers and students during the learning process by filling out the observation sheet that has been provided, then continued with test and documentation techniques. The data analysis techniques used are quantitative and qualitative. The data obtained are categorized and classified based on the analysis of their logical relationships, then presented in an actual and systematic manner in the overall problems and research activities.

RESULTS

This study aimed to examine the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SMP Negeri 5 Sibolga. The findings indicate that implementing PBL had a significant positive impact on students' understanding and engagement with the subject matter. Students who participated in problem-solving activities demonstrated better comprehension of Islamic concepts and were able to apply them in real-life situations.

Before the implementation of PBL, students struggled to understand the material due to the dominance of lecture-based teaching methods, which limited their active involvement in the learning process. As a result, their motivation and participation in Islamic Education lessons were relatively low. However, after PBL was introduced, students showed increased enthusiasm as they were encouraged to explore and analyze problems related to Islamic teachings.

The study found that PBL encouraged students to be more independent in their learning. Instead of passively receiving information, students actively engaged in discussions, worked in groups, and formulated solutions based on Islamic principles. This learning approach significantly improved their problem-solving and critical thinking skills, which are essential for understanding the ethical and moral aspects of Islamic teachings.

Assessment results showed a notable increase in students' academic performance. The average scores of students in Islamic Education subjects improved after the implementation of PBL. Students were able to retain information better and demonstrated a deeper understanding of the topics covered in class. This suggests that PBL enhances not only cognitive skills but also the ability to apply knowledge effectively.

Additionally, the implementation of PBL fostered a collaborative learning environment. Students worked together in small groups to discuss and solve real-world problems related to Islamic values. This cooperative approach improved their communication and teamwork skills, as well as their ability to respect different opinions and perspectives. The social interaction fostered through PBL contributed to a more engaging and dynamic classroom environment.

Another significant finding was the improvement in students' confidence and willingness to express their thoughts. Many students, who previously hesitated to participate in discussions, became more active in sharing their ideas and opinions. The PBL approach allowed them to feel more involved in the learning process, thus reducing anxiety and increasing self-assurance in expressing their knowledge of Islamic teachings.

Despite these positive outcomes, the study also identified several challenges in implementing PBL. One of the main difficulties was the time required to conduct problem-solving activities. Compared to traditional teaching methods, PBL took longer to complete, requiring teachers to carefully manage class time to ensure all learning objectives were met. Additionally, some students initially struggled with adapting to the new learning method, as they were more accustomed to passive learning. However, with continuous guidance from teachers, these challenges were gradually overcome.

Overall, the findings of this study suggest that the PBL model is an effective approach to enhancing student learning outcomes in Islamic Education. It not only improves students' understanding of Islamic teachings but also fosters critical thinking, collaboration, and self-confidence. The increased engagement and active participation observed in students indicate that PBL can serve as a valuable instructional strategy for Islamic Education.

Based on these findings, it is recommended that educators consider integrating PBL into Islamic Education curricula to create a more interactive and student-centered learning environment. Further research could explore the long-term effects of PBL on student achievement and its application in other educational subjects. With proper implementation, PBL has the potential to transform the way students learn and apply Islamic knowledge in their daily lives..

DISCUSSION

In Cycle I learning, based on the results of the evaluation carried out, it shows that the percentage of completeness is still low, only about 60% of 23 students, there are 6 students who are able to get the same score or above KKTP (≥ 75) with the range of KKTP score interval of 71-75, while in Cycle II, the percentage of student completeness increases to 90% of 23 students, there are 21 students who are able to get the same score or above KKTP (≥ 75). The increase in student completeness scores has reached the target of research success indicators. Based on the results of observation of classroom activities in Cycle I, many students are unable to conclude learning, teachers only ask questions, without guiding students to conclude the learning material. Meanwhile, in Cycle II, class activities have been maximized, students have been active in participating in learning,

teachers have also maximized teaching activities in the classroom. This means that the application of the problem-based learning model is able to improve student learning outcomes.

The findings of this study highlight the effectiveness of the Problem-Based Learning (PBL) model in enhancing student learning outcomes in Islamic Education at SMP Negeri 5 Sibolga. Traditional teaching methods, which primarily rely on lectures and passive learning, often fail to engage students in meaningful learning experiences. However, with the implementation of PBL, students became more actively involved in the learning process, leading to better comprehension and retention of Islamic teachings. By working on real-world problems related to Islamic values, students were able to develop a deeper understanding and practical application of the concepts taught in class.

One of the key benefits of PBL observed in this study was the development of critical thinking skills. Instead of simply memorizing facts, students were encouraged to analyze, evaluate, and apply Islamic teachings to various problem scenarios. This approach enabled them to reflect on the moral and ethical aspects of their decisions, fostering a sense of responsibility and awareness in their daily lives. Furthermore, the collaborative nature of PBL helped students develop communication and teamwork skills, which are essential for their academic and personal growth.

Another important outcome was the increase in student motivation and engagement. Before implementing PBL, many students showed low enthusiasm for Islamic Education due to the lack of interaction and real-world relevance in traditional lessons. However, with PBL, students felt more connected to the learning material as they were given the opportunity to actively explore and discuss religious concepts. This sense of ownership over their learning process made them more eager to participate and perform better in assessments.

Despite the advantages, the study also identified several challenges in applying PBL. One of the primary challenges was time management, as problem-solving activities required more time compared to traditional lessons. Teachers needed to carefully plan their lessons to balance the depth of discussion with the need to cover the curriculum. Additionally, some students initially struggled with the transition to a more independent learning approach. However, with continuous guidance and structured support, these challenges were gradually addressed, leading to overall improvements in student performance.

In conclusion, the discussion of the research findings supports the idea that the PBL model is an effective strategy for improving student learning outcomes in Islamic Education. The model not only enhances comprehension and critical thinking but also fosters collaboration, motivation, and confidence in students. Given the positive impact observed in this study, it is recommended that teachers integrate PBL into their instructional strategies to create a more engaging and meaningful learning experience for students. Future research could further explore ways to optimize PBL implementation and address the challenges that arise in its application.

CONCLUSION

From the achievement of the learning outcomes that have been presented in the previous chapter, the researcher can conclude that the results of the research that has been carried out in grade VIII of the even semester of SMP Negeri 5 Sibolga for the 2024/2025 school year are as follows; 1) Learning through the PBL model can increase the understanding of concepts in PAI subjects, especially the material "Becoming a Tolerant Generation Building Inter and Inter-Religious Harmony"; 2) Through the PBL learning model, it can improve students' ability to communicate and cooperate between students and foster their interest in learning; 3) Teachers get convenience in creating and innovating in learning, more effective and efficient to achieve learning goals; 4) Student activities in learning have increased along with the more optimal implementation of learning with the PBL model.

Based on the findings of this study, it can be concluded that the implementation of the Problem-Based Learning (PBL) model has significantly improved student learning outcomes in Islamic Education at SMP Negeri 5 Sibolga. The PBL approach actively engages students in the learning process by encouraging them to analyze and solve real-world problems related to Islamic teachings. This method has been proven to enhance students' comprehension, critical thinking skills, and ability to apply religious concepts in their daily lives. Furthermore, PBL has positively influenced students' motivation and participation in class. Unlike traditional lecture-based methods, PBL provides an interactive and student-centered learning environment, making lessons more engaging and meaningful. Students showed increased enthusiasm for learning and were more confident in expressing their ideas during discussions. Additionally, the collaborative nature of PBL helped students develop important skills such as teamwork, communication, and problem-solving, which are essential for both academic success and personal development. Despite the various benefits, the study also identified several challenges in implementing PBL, such as the need for effective time management and the initial difficulties students faced in adapting to a more independent learning approach. However, with proper planning and continuous support from teachers, these challenges can be addressed, ensuring that PBL remains an effective teaching strategy. The findings suggest that PBL should be further developed and refined to maximize its potential in Islamic Education and other subjects. In conclusion, the Problem-Based Learning model is a highly effective method for enhancing students' understanding and engagement in Islamic Education. It not only improves academic performance but also fosters essential life skills that prepare students for future challenges. Teachers are encouraged to integrate PBL into their teaching strategies to create a more dynamic and interactive learning experience. Future research could focus on optimizing PBL implementation and exploring its long-term effects on student achievement and character development.

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