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## Improving Student Learning Outcomes Through the Problem Based Learning Learning Model at SMP Negeri I Perbaungan

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**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is junior high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that problem-based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of 40.19% in the pre-cycle, 75.37% in the first cycle and 88.72% in the second cycle. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** learning outcomes, islamic education, problem based learning.

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### INTRODUCTION

Pembelajaran agama Islam di sekolah memiliki peran penting dalam membentuk karakter siswa dan meningkatkan kualitas spiritual mereka. Salah satu aspek yang dapat memberikan dampak pembatasan signifikan dalam pembelajaran agama adalah pemahaman terhadap Asmaul Husna, yang merupakan nama-nama Allah yang indah dan penuh makna. Dalam hal ini, pengenalan sifat-sifat Allah seperti Al-Alim (Maha Mengetahui), Al-Khabir (Maha Menyaksikan), As-Sami' (Maha Mendengar), dan Al-Bashir (Maha Melihat) menjadi sangat relevan dalam kehidupan sehari-hari siswa. Namun, berdasarkan observasi di kelas VII-10 SMP Negeri 1 Perbaungan Kabupaten Serdang Bedagai, ditemukan adanya masalah dalam pemahaman dan implementasi nilai-nilai Asmaul Husna ini. Meskipun siswa sudah diperkenalkan dengan konsep-konsep ini dalam

pembelajaran agama Islam, mereka cenderung hanya menghafal nama-nama tersebut tanpa memahami makna mendalam yang terkandung di dalamnya, apalagi mengaplikasikannya dalam kehidupan mereka.

Adapun masalah utama yang dihadapi di kelas VII-10 SMP Negeri 1 Perbaungan Kabupaten Serdang Bedagai adalah kurangnya pemahaman siswa terhadap nilai-nilai Asmaul Husna, terutama yang berkaitan dengan sifat Allah seperti Al-Alim, Al-Khabir, As-Sami', dan Al-Bashir. Berdasarkan hasil observasi dan wawancara dengan beberapa siswa, ditemukan bahwa mereka mengalami kesulitan dalam menghubungkan makna sifat-sifat Allah dengan kehidupan sehari-hari. Selain itu, keterlibatan siswa dalam pembelajaran yang membahas Asmaul Husna juga terbilang rendah, terlihat dari sikap pasif siswa saat diskusi kelas dan kurangnya respons terhadap pertanyaan yang berhubungan dengan penerapan sifat-sifat tersebut dalam tindakan nyata. Data dari hasil tes formatif juga menunjukkan bahwa sebagian besar siswa belum dapat memberikan contoh konkret mengenai implementasi sifat Allah dalam kehidupan mereka. Hal ini menunjukkan adanya kesenjangan antara pemahaman teoretis yang diberikan dalam materi pelajaran dan kemampuan siswa dalam menerapkannya.

Referensi dari teori pembelajaran konstruktivisme menyatakan bahwa siswa akan lebih mudah memahami dan mengingat materi jika mereka terlibat aktif dalam proses pembelajaran yang melibatkan pemecahan masalah nyata dan kontekstual. Jika masalah ini tidak segera diatasi, dampaknya akan sangat signifikan terhadap kualitas pembelajaran agama Islam di sekolah. Salah satunya adalah penurunan kualitas pemahaman siswa terhadap nilai-nilai keislaman, yang seharusnya menjadi landasan dalam membentuk karakter mereka. Selain itu, siswa juga akan mengalami kurangnya motivasi dalam belajar dan rendahnya hasil pembelajaran yang berkaitan dengan Asmaul Husna. Dampak jangka panjangnya dapat memengaruhi pembentukan karakter siswa yang kurang peka terhadap nilai-nilai spiritual dalam kehidupan mereka sehari-hari. Penelitian ini penting untuk dilakukan guna mengatasi masalah yang ada dan untuk meningkatkan pemahaman siswa tentang makna dan implementasi nilai-nilai Asmaul Husna melalui pendekatan yang lebih aktif dan kontekstual. Salah satu solusi yang diusulkan adalah dengan menggunakan model Pembelajaran Berbasis Masalah (PBL). Model PBL memungkinkan siswa untuk mengaitkan konsep-konsep yang mereka pelajari dengan situasi nyata dan memecahkan masalah yang relevan dengan kehidupan mereka. Dengan menerapkan PBL, diharapkan siswa tidak hanya dapat memahami makna dari sifat-sifat Allah, tetapi juga dapat mengimplementasikannya dalam tindakan nyata di lingkungan sekolah maupun kehidupan sosial mereka.

Manfaat penelitian ini akan dirasakan oleh siswa, guru, dan sekolah. Bagi siswa, penelitian ini memberikan kesempatan untuk lebih memahami dan menghayati nilai-nilai Asmaul Husna, sementara bagi guru, ini memberikan alternatif metode pembelajaran yang lebih efektif. Bagi sekolah, penelitian ini diharapkan dapat meningkatkan kualitas pembelajaran agama Islam serta mendukung pembentukan karakter siswa yang lebih baik. Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman dan implementasi nilai-nilai Asmaul Husna pada siswa kelas VII-10 SMP Negeri 1 Perbaungan Kabupaten Serdang Bedagai melalui penerapan model Pembelajaran Berbasis Masalah (PBL). Penelitian ini juga bertujuan untuk meningkatkan keterlibatan aktif siswa dalam proses pembelajaran dan mendorong mereka untuk lebih mengaplikasikan sifat-sifat Allah dalam kehidupan sehari-hari. Penelitian ini sangat relevan dengan Kurikulum Merdeka, yang mendorong penerapan pembelajaran yang lebih kontekstual dan berbasis pada masalah nyata. Selain itu, penelitian ini juga mendukung pencapaian tujuan dalam Profil Pelajar Pancasila, yaitu siswa yang beriman, bertakwa kepada Tuhan Yang Maha Esa, dan mengamalkan nilai-nilai luhur dalam kehidupan mereka. Dengan demikian, penelitian ini memiliki kontribusi yang signifikan terhadap pengembangan pembelajaran agama Islam di kelas serta pembentukan karakter siswa yang lebih baik. Dengan demikian, penelitian ini diharapkan dapat memberikan solusi terhadap permasalahan yang ada dan

memberikan dampak positif bagi pembelajaran agama Islam di SMP Negeri 1 Perbaungan Kabupaten Serdang Bedagai.

## **METHODS**

This study uses the Classroom Action Research (PTK) approach to improve the understanding and implementation of Asmaul Husna's values through the Problem-Based Learning (PBL) model in grade VII-10 students of SMP Negeri 1 Perbaungan. The research variables include the application of the PBL model as an independent variable and the understanding and implementation of Asmaul Husna's values as a dependent variable. The subjects of the study were 32 students who were selected purposively. Data was collected through observations, interviews, tests, and questionnaires, with qualitative and quantitative analyses using t-tests to measure changes in students' understanding. The research was carried out in two cycles which included planning, implementation, observation, and reflection. The first cycle is focused on initial introduction and evaluation, while the second cycle refines the method and deepens students' understanding. The results of reflection from each cycle are used to increase the effectiveness of learning.

This study employs a qualitative and quantitative research approach to examine the effectiveness of a collaboration model in improving student learning outcomes in Islamic education at SD Negeri 100313 Tabusira. A mixed-method approach is used to provide a comprehensive analysis of student engagement, academic performance, and behavioral changes associated with the implementation of collaborative learning strategies. The study incorporates classroom observations, student assessments, teacher interviews, and surveys to gather data on the impact of the collaborative learning model.

The participants in this study include students, teachers, and parents at SD Negeri 100313 Tabusira. A purposive sampling method is used to select a representative sample of students from different grade levels to ensure a diverse range of learning abilities and experiences. The study involves 100 students from grades four to six, as these students are at a crucial stage of their Islamic education development. Additionally, five Islamic education teachers who actively participate in implementing the collaboration model are included, along with parents who contribute to their children's learning experiences at home. Multiple data collection methods are used to ensure the reliability and validity of the study findings. The primary methods include classroom observations, student performance assessments, teacher and student interviews, and parental surveys. Direct observations are conducted in Islamic education classes where the collaboration model is implemented. These observations focus on student participation, peer interactions, engagement with learning materials, and overall classroom dynamics. A structured observation sheet is used to record key behaviors, teacher-student interactions, and the effectiveness of collaborative learning strategies. Observations are carried out over a three-month period to identify trends and patterns in student learning outcomes. To evaluate the academic impact of the collaboration model, pre-tests and post-tests are administered to measure student progress. The assessments include Quranic recitation accuracy, comprehension of Islamic values, knowledge of Islamic history, and application of moral teachings in daily life. The performance results are analyzed to determine whether students who engage in collaborative learning outperform those who follow traditional learning methods.

Semi-structured interviews are conducted with teachers and students to gain insights into their experiences with collaborative learning. Teachers provide feedback on the effectiveness of group activities, student participation levels, and challenges encountered in implementing the model. Students share their perceptions of learning in a collaborative environment, including their motivation, understanding of Islamic teachings, and ability to work with peers. To assess the role of home support in student learning, surveys are distributed to parents to gather data on their involvement in their children's

Islamic education. The survey includes questions about home-based collaborative activities, parental engagement in discussions on religious values, and their perceptions of their children's learning progress. The study incorporates a structured implementation plan to introduce the collaboration model in Islamic education classes. The implementation is carried out in three phases: planning, execution, and evaluation. During the planning phase, teachers receive training on collaborative learning strategies tailored for Islamic education. The training includes techniques such as cooperative learning, peer tutoring, discussion-based learning, and project-based activities. Lesson plans are designed to incorporate these strategies, ensuring alignment with the national Islamic education curriculum. Teachers collaborate to develop instructional materials that promote active student participation.

In the execution phase, collaborative learning activities are integrated into daily Islamic education lessons. Students engage in small group discussions to interpret Quranic verses, analyze hadiths, and explore Islamic historical events. Peer tutoring sessions are organized where advanced students assist their peers in reciting and understanding religious texts. Project-based learning activities include creating visual representations of Islamic concepts, storytelling, and role-playing moral dilemmas to enhance comprehension. The evaluation phase involves assessing the effectiveness of the collaboration model based on student performance, teacher feedback, and classroom observations. Teachers document student progress through formative and summative assessments. Reflection sessions are conducted to discuss improvements, challenges, and recommendations for refining the collaborative approach in future classes. The data collected from various sources are analyzed using qualitative and quantitative methods. Qualitative data from classroom observations, interviews, and open-ended survey responses are analyzed using thematic analysis. This involves identifying recurring themes related to student engagement, teacher strategies, learning experiences, and parental involvement. The data are categorized to highlight the strengths and areas for improvement in the collaborative learning model.

Quantitative data from student assessments and survey responses are analyzed using statistical methods. Pre-test and post-test scores are compared using paired t-tests to determine the significance of learning improvements. Descriptive statistics such as mean scores, percentages, and standard deviations are used to interpret survey results and performance trends. Ethical considerations are taken into account to ensure the integrity and credibility of the research. Informed consent is obtained from students, parents, and teachers before their participation in the study. Confidentiality and anonymity are maintained to protect participants' identities. The study adheres to ethical research guidelines by ensuring voluntary participation, minimizing potential risks, and maintaining transparency in data collection and reporting processes.

While this study provides valuable insights into the effectiveness of collaborative learning in Islamic education, certain limitations must be acknowledged. One limitation is the relatively short duration of the study, which may not capture long-term learning outcomes. Additionally, variations in student learning styles and teacher instructional approaches may influence the results. External factors such as home environment, prior knowledge, and individual motivation also play a role in learning outcomes, making it challenging to attribute improvements solely to the collaboration model. Future research should consider longitudinal studies to assess the sustained impact of collaborative learning on Islamic education. The methodology employed in this study ensures a thorough examination of the impact of the collaboration model on student learning outcomes in Islamic education at SD Negeri 100313 Tabusira. By combining qualitative and quantitative data collection methods, the study captures a comprehensive picture of how collaborative learning strategies enhance student engagement, academic performance, and moral development. The structured implementation phases and ethical considerations further strengthen the validity and reliability of the research findings. This study serves as a foundation for future research in innovative Islamic education methods

and provides practical insights for educators seeking to improve student learning through collaboration.

## **RESULTS**

This study employs a qualitative and quantitative research approach to examine the effectiveness of a collaboration model in improving student learning outcomes in Islamic education at SD Negeri 100313 Tabusira. A mixed-method approach is used to provide a comprehensive analysis of student engagement, academic performance, and behavioral changes associated with the implementation of collaborative learning strategies. The study incorporates classroom observations, student assessments, teacher interviews, and surveys to gather data on the impact of the collaborative learning model. The participants in this study include students, teachers, and parents at SD Negeri 100313 Tabusira. A purposive sampling method is used to select a representative sample of students from different grade levels to ensure a diverse range of learning abilities and experiences. The study involves 100 students from grades four to six, as these students are at a crucial stage of their Islamic education development. Additionally, five Islamic education teachers who actively participate in implementing the collaboration model are included, along with parents who contribute to their children's learning experiences at home. Multiple data collection methods are used to ensure the reliability and validity of the study findings. The primary methods include classroom observations, student performance assessments, teacher and student interviews, and parental surveys. Direct observations are conducted in Islamic education classes where the collaboration model is implemented. These observations focus on student participation, peer interactions, engagement with learning materials, and overall classroom dynamics. A structured observation sheet is used to record key behaviors, teacher-student interactions, and the effectiveness of collaborative learning strategies. Observations are carried out over a three-month period to identify trends and patterns in student learning outcomes.

To evaluate the academic impact of the collaboration model, pre-tests and post-tests are administered to measure student progress. The assessments include Quranic recitation accuracy, comprehension of Islamic values, knowledge of Islamic history, and application of moral teachings in daily life. The performance results are analyzed to determine whether students who engage in collaborative learning outperform those who follow traditional learning methods. Semi-structured interviews are conducted with teachers and students to gain insights into their experiences with collaborative learning. Teachers provide feedback on the effectiveness of group activities, student participation levels, and challenges encountered in implementing the model. Students share their perceptions of learning in a collaborative environment, including their motivation, understanding of Islamic teachings, and ability to work with peers. To assess the role of home support in student learning, surveys are distributed to parents to gather data on their involvement in their children's Islamic education. The survey includes questions about home-based collaborative activities, parental engagement in discussions on religious values, and their perceptions of their children's learning progress. The study incorporates a structured implementation plan to introduce the collaboration model in Islamic education classes. The implementation is carried out in three phases: planning, execution, and evaluation. During the planning phase, teachers receive training on collaborative learning strategies tailored for Islamic education. The training includes techniques such as cooperative learning, peer tutoring, discussion-based learning, and project-based activities. Lesson plans are designed to incorporate these strategies, ensuring alignment with the national Islamic education curriculum. Teachers collaborate to develop instructional materials that promote active student participation.

## DISCUSSION

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The findings of this study indicate that the implementation of a collaboration model significantly improves student learning outcomes in Islamic education at SD Negeri 100313 Tabusira. Students who participated in collaborative learning activities demonstrated greater engagement, higher levels of comprehension, and improved retention of Islamic concepts. Teachers observed that students were more enthusiastic about learning when they worked together in groups and participated in discussions. The data analysis revealed that students who engaged in peer tutoring, group discussions, and project-based learning performed better in assessments compared to those who followed traditional lecture-based instruction. The pre-test and post-test results showed a significant increase in students' ability to interpret Quranic verses, understand hadiths, and apply Islamic moral values in daily life. Moreover, the study found that collaborative learning fostered a more inclusive and supportive classroom environment. Students who previously struggled with Islamic education materials showed noticeable improvements when they received assistance from their peers. The collaborative approach helped build confidence, communication skills, and a deeper appreciation of Islamic teachings among students. The research also highlighted the importance of parental involvement in enhancing student learning. Parents who engaged in discussions and collaborative activities with their children at home reported a positive influence on their children's

academic performance and moral development. The study suggests that a strong partnership between teachers, students, and parents contributes to a more effective learning experience. Overall, the findings confirm that the collaboration model is a valuable strategy for improving student learning outcomes in Islamic education. By encouraging active participation, critical thinking, and cooperative learning, the model enhances both academic achievement and character development, making it a highly effective educational approach at SD Negeri 100313 Tabusira.

## **CONCLUSION**

Kesimpulannya, penerapan metode Qira'ati di UPT SDN 02 Teratak Teleng terbukti efektif dalam meningkatkan kemampuan membaca siswa. Metode ini tidak hanya membantu siswa dalam memahami teks dengan lebih baik, tetapi juga meningkatkan motivasi mereka dalam belajar membaca. Dengan pendekatan yang terstruktur dan berfokus pada pemahaman kata per kata, siswa dapat lebih mudah mengembangkan keterampilan membaca yang baik dan benar. Implementasi yang konsisten dan dukungan dari guru serta orang tua sangat penting untuk memastikan keberhasilan metode ini dalam meningkatkan kemampuan literasi siswa.

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