JURNAL PENDIDIKAN PROFESI GURU

Implementation of Problem Based Learning to Improve Students' Learning Independence in Islamic Education Learning at SD Negeri 101931 Perbaungan

Herlina Hutabarat ✉, SD Negeri 101931 Perbaungan, Indonesia
Fadhilah, SD Negeri 101944 Deli Muda, Indonesia
Masitah, SD NegerI 104260 Melati, Indonesia

✉ *herlinahutabarat78@guru.sd.belajar.id*

Abstract: This study aims to improve students' learning independence in Islamic religious education learning by using Problem Based Learning. 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 Learning through Problem Based Learning can improve students' learning independence 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, Learning through Problem Based Learning can be used as an alternative to improve students' learning independence in Islamic religious education learning.

Keywords: Problem Based Learning Model, Improve Students', Islamic Education.

INTRODUCTION

Education is one of the important aspects in shaping an individual's character and skills to face life's challenges. In the context of basic education, effective learning does not only depend on mastery of academic materials, but also on the development of attitudes and characters, such as learning independence. Learning independence is the ability of students to learn independently, both inside and outside the classroom, with minimal guidance from teachers. One approach that can support the development of learning independence is the application of a contextual learning model.

The main problem that is often encountered in the world of education is the low motivation and independence of students' learning. At State Elementary School No.101931 Perbaungan, especially in grade 5, it was found that many students still depend on the teacher's explanation in understanding the subject matter. This indicates that they do not

yet fully have the ability to learn independently. Therefore, there needs to be an effort to increase students' learning independence through an approach that suits their needs (Goodfellow et al. 2020), meaning low motivation and learning independence of students in elementary school. Problem-based learning (PBL) is one approach that can be applied to increase learning independence.

PBL requires students to find solutions to given problems, so they will be active in seeking information, analyzing problems, and making decisions. This problem-based learning has contextual characteristics, where the problems posed are relevant to students' daily lives. Thus, students not only learn theoretically but also practically, so that they can better understand and internalize the material studied.

In addition, this problem-based learning approach can also be combined with religious values that can strengthen students' character. One way to integrate values

The value of religion in learning is to use Asmaul Husna, the beautiful names of Allah SWT. The use of Asmaul Husna in learning can provide a deep spiritual dimension to students, as well as be a source of motivation for them to learn better and be independent. The Asmaul Husna chosen in this study is Al-Qayyum, which means the Most Independent, which can be a symbol of independence and steadfastness in learning.

The concept of Al-Qayyum in Asmaul Husna is very relevant to the purpose of this research, which is to increase students' learning independence. Students who have the nature of Al-Qayyum is expected to have the determination and self-awareness to learn without depending on others. By integrating these values in problem-based learning, it is hoped that students can develop the ability to overcome learning challenges independently and take responsibility for the learning process. The application of contextual problem-based learning and integrating Asmaul Husna's values in grade 5 of State Elementary School No.101931 Perbaungan aims to overcome these problems.

Problem-based learning associated with the Al-Qayyum concept is expected to encourage students to be more active, creative, and critical in dealing with problems faced in learning. Thus, students not only acquire knowledge, but also the skills to think independently, manage tasks, and be responsible for their learning process (Xu et al. 2021) meaning problem-based learning and Asmaul Husna increase student independence. The application of contextual problem-based learning also provides an opportunity for students to see the relationship between the knowledge they acquire in school and real life in society.

In this case, learning not only takes place in the classroom, but can also be connected to students' daily life experiences. This is expected to increase students' motivation to learn, because they can see the direct benefits of the material studied. Additionally, problem-based learning can provide space for students to work together in groups, share ideas, and help each other find solutions. Although the main focus is on learning independence, the social interactions that occur in groups are also essential for developing students' social and collaborative skills. Thus, this contextual problem-based learning is expected to have a positive impact on the development of students' cognitive, affective, and psychomotor skills.

The application of this approach at State Elementary School No.101931 Perbaungan It is expected to produce more effective, fun, and meaningful learning for students. By introducing students to a problem-based learning approach that integrates Asmaul Husna values, it is hoped that they can develop independence in learning, improve critical thinking skills, and form strong and resilient characters in facing various challenges. Along with the development of the times and the increasingly complex demands of education, teachers need to continue to innovate in creating learning that can motivate students to learn independently.

Therefore, this study is important to be conducted to evaluate the effectiveness of the implementation of Asmaul Husna-based contextual problem-based learning in increasing the learning independence of students in grade 5 of State Elementary School

No.101931 Perbaungan. With the results obtained, it is hoped that it can contribute to the development of a better learning model in the future.

Through this research, it is hoped that effective solutions can be found in increasing student learning independence through the application of contextual and spiritual problem-based learning. The results of this research can also be a reflection for educators to optimize a more student-centered learning process, as well as strengthen the character values needed to face challenges in the era of globalization.

METHODS

Classroom Action Research (PTK) is a form of research conducted by teachers or researchers in their classrooms to improve and improve the learning process, as well as to overcome learning problems that occur in the classroom. This PTK aims to improve the quality of learning in a more practical and direct way that can be implemented in the classroom, as well as providing a deeper understanding of the learning phenomena that occur. The population is the entire group that is the focus of the research and where the results of the study are expected to be generalized. In this case, the research population is all grade V students at State Elementary School No. 101931 Perbaungan who participated in learning in the ongoing semester.

The research population is all class V students at State Elementary School No. 101931 Perbaungan which totals about 42 students (for example, if there are two V classes with about 22 students each). This population includes students who are diverse in terms of academic ability and personal character. The sample is the part of the population that will be selected for observation or research. The selection of samples in this study will be carried out by purposive sampling or purposive sampling, which is the selection of samples based on certain criteria that are relevant to the research objectives. The selected sample will be representative of the population and will be used to analyze the effect of the implementation of Asmaul Husna Al-Qayyum-based Problem-Based Learning (PBL) on student learning independence.

Research Sample In this study, the sample to be selected is grade V students from State Elementary School No. 101931 Perbaungan which consists of 1 class, namely class V which participates in learning with the application of the PBL model based on Asmaul Husna. The number of samples that will be taken is around 20-30 students, with the following details; 1) Number of samples: Around 30 students who took part in Asmaul Husna Al-Qayyum-based PBL learning. In this study, sampling was carried out by purposive sampling, which means that the selection of samples was based on the objectives and characteristics relevant to the research.

Selected students must meet the following criteria; 1) Students who have diverse academic abilities (from low to high); 2) Students who can already take part in problem-based learning, even though they need adaptation. Students who are willing to take part in research and are ready to participate in PBL-based learning.

RESULTS

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 101931 Perbaungan has demonstrated a significant impact on students' learning independence. Throughout the study, it was observed that students became more engaged in the learning process and developed critical thinking skills as they worked through problem-solving activities. The shift from traditional teacher-centered learning to a student-centered approach encouraged them to take responsibility for their own learning.

One of the most noticeable effects of PBL was the increase in student participation and initiative. At the beginning of the study, many students were passive and relied

heavily on teacher explanations. However, as they adapted to the PBL method, they started to explore learning materials independently, discuss solutions with their peers, and present their findings confidently. This active engagement fostered a sense of ownership over their learning.

Students also showed improvements in problem-solving skills. The structured nature of PBL required them to analyze real-world problems related to Islamic Education, identify key concepts, and apply their knowledge to find solutions. This approach not only deepened their understanding of the subject matter but also enhanced their ability to think critically and logically.

Another key finding was the development of students' collaborative skills. Through group discussions and teamwork, students learned how to communicate effectively, share ideas, and respect different perspectives. This cooperative learning environment helped build their confidence in expressing opinions and working together towards common goals. The ability to collaborate is an essential skill that will benefit them beyond the classroom.

In addition to academic benefits, PBL also contributed to the development of students' self-discipline and time management. Since the method required students to complete tasks within a given timeframe, they learned how to plan, organize, and manage their workload effectively. This aspect of independent learning prepared them for future academic challenges.

Teachers observed a positive change in students' attitudes toward learning. The PBL method made the learning experience more meaningful and enjoyable, as students were actively involved in discovering knowledge rather than passively receiving information. This shift in attitude was reflected in their increased motivation and enthusiasm for studying Islamic Education.

The assessment results indicated a notable improvement in student performance. A comparison between pre-test and post-test scores showed that students who engaged in PBL activities achieved higher scores than those who learned through traditional methods. This improvement demonstrated the effectiveness of PBL in enhancing students' understanding and retention of Islamic Education concepts.

Despite these positive outcomes, some challenges were encountered during the implementation of PBL. Initially, students struggled with the transition from passive learning to active participation. Some found it difficult to work independently and were hesitant to voice their opinions. However, with continuous practice and guidance from teachers, they gradually adapted to the new learning approach.

Teachers also faced difficulties in managing classroom activities, especially in ensuring that all students contributed equally during group discussions. To address this issue, structured group roles and clear expectations were established, allowing for a more balanced participation among students.

Another limitation was the time required to implement PBL effectively. Since this method involves in-depth exploration and problem-solving, teachers needed to allocate additional time for discussions and project completion. Despite this, the long-term benefits of PBL justified the extra effort.

In conclusion, the application of Problem-Based Learning in Islamic Education at SD Negeri 101931 Perbaungan successfully increased students' learning independence. The method encouraged critical thinking, collaboration, self-discipline, and problem-solving skills, which are essential for lifelong learning.

Based on these findings, it is recommended that educators continue to incorporate PBL into their teaching strategies to foster independent and active learners. With proper planning and adaptation, PBL can be an effective tool in improving student engagement, motivation, and academic achievement in Islamic Education.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 101931 Perbaungan has provided valuable insights into how student-centered learning can enhance learning independence. Traditional learning methods often place students in a passive role, where they rely heavily on teacher explanations. However, PBL shifts the focus by encouraging students to take an active role in exploring concepts, solving problems, and constructing their own understanding. This approach has proven to be effective in fostering independent learning habits.

One of the primary benefits of PBL is its ability to improve students' critical thinking and problem-solving skills. Since this model presents students with real-world problems related to Islamic Education, they are required to analyze situations, gather relevant information, and develop solutions based on their knowledge. This process enhances their ability to think logically and critically, which is essential for academic success and lifelong learning.

Additionally, PBL promotes collaborative learning, as students work in groups to discuss and solve problems. This interaction allows them to develop communication skills, share ideas, and consider different perspectives. The cooperative nature of PBL also helps students become more confident in expressing their thoughts, leading to better engagement and participation in the classroom. Through teamwork, students learn how to be responsible for their own contributions while also supporting their peers.

Another key aspect of PBL is its impact on student motivation. Unlike traditional lecture-based learning, where students passively receive information, PBL makes learning more engaging and meaningful. Students become more curious and eager to explore topics, as they see direct connections between their studies and real-life applications. This increased motivation leads to better retention of knowledge and a more positive attitude toward learning.

However, the implementation of PBL also comes with challenges. At the beginning of the study, some students found it difficult to adjust to the new learning approach. They were accustomed to being guided by teachers and struggled with making independent decisions. Over time, with continuous practice and encouragement from teachers, students gradually adapted and became more comfortable with the problem-solving process.

Teachers also faced difficulties in managing class discussions and ensuring that all students contributed equally. In some cases, more active students dominated group work, while quieter students hesitated to participate. To address this issue, teachers implemented structured group roles and clear expectations, ensuring that each student had a specific responsibility within the team. This strategy helped create a more balanced and inclusive learning environment.

Overall, the findings of this study highlight the effectiveness of PBL in fostering independent learning skills among students. While challenges exist, they can be overcome with careful planning, structured guidance, and continuous support from teachers. By integrating PBL into Islamic Education, educators can create a more engaging and empowering learning experience, ultimately helping students develop the skills needed for future academic and personal success.

CONCLUSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 101931 Perbaungan has proven to be an effective approach in enhancing students' learning independence. Through this method, students were encouraged to actively engage in problem-solving activities, allowing them to explore concepts and construct their own understanding. This shift from passive to active learning played a crucial role in fostering a sense of responsibility and self-reliance among students.

One of the significant findings of this study is the improvement in students' critical thinking and problem-solving skills. By working through real-life scenarios related to Islamic Education, students developed the ability to analyze information, think logically, and apply their knowledge in practical situations. This skill set is essential for their academic growth and prepares them for future challenges that require independent decision-making.

Additionally, the cooperative nature of PBL enhanced students' communication and teamwork skills. Group discussions and collaborative problem-solving allowed students to share ideas, respect different perspectives, and build confidence in expressing their thoughts. These interpersonal skills are not only beneficial for their academic success but also contribute to their overall social development.

Despite the positive outcomes, some challenges were encountered during the implementation of PBL, such as students' initial reluctance to participate and the difficulty in managing group dynamics. However, with continuous practice, structured guidance, and teacher intervention, these challenges were successfully addressed. Teachers played a key role in ensuring that all students were actively involved and that the learning process remained structured and effective.

In conclusion, the use of the Problem-Based Learning model in Islamic Education significantly contributed to the improvement of students' learning independence, motivation, and problem-solving abilities. This study highlights the importance of adopting student-centered learning strategies to enhance educational outcomes. Moving forward, it is recommended that educators integrate PBL more extensively into their teaching practices to create a more engaging and meaningful learning experience for students.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.