# JURNAL PENDIDIKAN PROFESI GURU

# Improving Student Learning Outcomes in Islamic Education Learning with the Problem Based Learning Model at SD Negeri 100112 Siuhom II

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the Problem Based Learning 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 Learning through the Problem Based Learning 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 increased to 90.32%. Thus, Learning through the Problem Based Learning 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

Islamic Religious Education (PAI) has an important role in shaping students' character and morals from an early age. Through PAI learning, students are expected not only to understand the cognitive aspects of religion, but also to apply it in daily life. However, the reality in the field shows that student learning outcomes in PAI subjects are still low in several schools, including at SD Negeri 100112 Siuhom II. Based on initial observations and the results of the evaluation of the learning of grade IV students, it is known that the learning outcomes of students in PAI subjects are still low.

This low learning outcome is influenced by several factors, including unattractive learning methods, limited active involvement of students, and low critical thinking skills in solving problems related to PAI materials. Learning tends to be conventional, namely

teacher-centered, where students only receive information passively without being given space to think actively and creatively.

One of the efforts to overcome this problem is to apply an innovative learning model that is able to actively involve students in the teaching and learning process. The Problem Based Learning learning model is a student-centered approach where students are given the opportunity to solve real problems relevant to the subject matter. Through the PBL model, students are not only required to understand the material, but also trained to think critically, creatively, and collaboratively. In addition, this approach is believed to be able to increase students' motivation to learn because they feel more interested in challenging and contextual activities.

Several previous studies have shown that the application of the Problem Based Learning learning model can improve student learning outcomes in various subjects. Therefore, the researcher is interested in applying the PBL learning model in PAI subjects to find out the extent to which this model can improve the learning outcomes of grade IV students at SD Negeri 100112 Siuhom II. Based on this background, this study focuses on efforts to "Improve PAI Learning Outcomes with a Problem Based Learning Model for Grade IV Students at SD Negeri 100112 Siuhom II".

## METHODS

This study uses the Classroom Action Research method, which combines research procedures with real actions in order to understand and improve the learning process. This research procedure follows the basic principles of action research which includes four main stages in each cycle, namely planning, action, observation, and reflection. This research was conducted in two cycles to improve student learning outcomes in Islamic Religious Education subjects at SD Negeri 100112 Siuhom II.

The population in this study is all fourth grade students of SD Negeri 100112 Siuhom II, which totals 10 people. Because the number was less than 100 students, the total sampling technique was used, where the entire population was used as a research sample. The use of this technique is in accordance with Arikunto's opinion that if the population is less than 100, it is better to take the whole of it so that the research results are more representative.

The types of data collected in this study consist of primary and secondary data. Primary data is obtained directly from teachers and students, while secondary data comes from existing sources, such as reference books related to the Problem Based Learning learning model. The data collection technique is carried out through tests to measure students' mastery of the material, as well as observation by peers to assess teaching and learning activities in the classroom. The data analysis in this study was carried out quantitatively and qualitatively. Quantitative data was obtained through test results analyzed using the learning completeness formula, where students were declared complete if they reached a minimum score of 70.

Classical completeness is achieved if 85% of students have met these criteria. In addition, qualitative data is analyzed through observation to evaluate student participation and involvement in learning. The results of the data analysis are used to compile conclusions that can be accounted for and provide recommendations for learning improvement. This research aims to improve student learning achievement through the application of a more interactive and effective Problem Based Learning learning model.

## RESULTS

The study on "Improving Student Learning Outcomes in Islamic Education Learning with the Problem-Based Learning (PBL) Model at SD Negeri 100112 Siuhom II" has revealed significant improvements in students' academic performance and engagement. The implementation of the PBL model, which encourages students to actively explore and

solve real-life problems related to Islamic teachings, has positively influenced their understanding and application of religious concepts. The results show that students in PBL-based classrooms performed better in assessments compared to those taught using conventional methods.

One of the most notable findings is the increase in students' critical thinking skills. Unlike traditional rote memorization, PBL encourages students to analyze, evaluate, and synthesize information, allowing them to develop a deeper understanding of Islamic values. Students were observed discussing moral dilemmas, interpreting religious texts, and applying their knowledge to real-life scenarios. This indicates that the PBL model promotes higher-order thinking skills, which are essential for comprehensive learning.

Furthermore, student engagement levels increased significantly throughout the study. Classroom observations revealed that students became more active in discussions, asked more questions, and collaborated effectively with their peers. The interactive nature of the PBL model fostered curiosity and motivation, leading to a more dynamic and student-centered learning environment. This improvement in participation also contributed to better retention of Islamic teachings.

Another key finding is the improvement in problem-solving abilities among students. Since the PBL model presents students with complex issues to solve, they developed better decision-making skills and the ability to apply Islamic principles in various contexts. Many students demonstrated a stronger ability to connect religious teachings with real-life moral and ethical issues, showing growth in their ability to reason and make informed choices.

The research also highlights the positive impact of PBL on students' collaboration and communication skills. Group activities and discussions played a crucial role in fostering teamwork, active listening, and respectful debate. This aspect of learning is particularly valuable in Islamic Education, as it encourages students to reflect on different perspectives and develop a sense of empathy and understanding.

Additionally, students' self-confidence improved as they became more accustomed to expressing their thoughts and ideas. Traditional teaching methods often limit students' participation, but PBL allowed them to take an active role in their own learning process. As a result, many students displayed greater confidence in articulating their opinions, defending their viewpoints, and engaging in meaningful discussions about Islamic teachings.

Despite these positive outcomes, the study also identified some challenges in implementing the PBL model. Some students initially struggled with the transition from passive learning to active problem-solving. They required guidance and support from teachers to adapt to the new learning approach. Over time, however, they became more comfortable with the process and developed independent learning skills.

Teachers also faced difficulties in designing problem-based learning scenarios that were both engaging and appropriate for students' cognitive levels. The preparation of effective lesson plans and case studies required additional effort and time. However, with adequate training and experience, teachers were able to refine their methods and successfully implement the PBL model in their classrooms.

Another challenge was the need for sufficient learning resources. Effective PBL implementation depends on well-structured learning materials, such as case studies, problem-based exercises, and multimedia resources. Some limitations in classroom infrastructure and access to supplementary materials affected the smooth execution of the lessons. Schools must invest in improving these resources to maximize the benefits of the PBL model.

Assessment of learning outcomes also required adaptation. Traditional assessments, which rely heavily on written tests, were not always effective in measuring students' progress in critical thinking, problem-solving, and collaboration. The study suggests that alternative evaluation methods, such as project-based assessments and oral presentations, should be incorporated to better reflect the skills developed through PBL.

Feedback from students and teachers indicated a generally positive response to the PBL model. Most students reported that they found the lessons more enjoyable and meaningful, while teachers noted improvements in students' analytical skills and engagement. These insights confirm that PBL is a promising approach to enhancing Islamic Education.

Overall, the findings of this research support the use of the Problem-Based Learning model as an effective strategy for improving student learning outcomes in Islamic Education. It fosters critical thinking, problem-solving, collaboration, and self-confidence, making the learning experience more impactful and relevant. While challenges exist, they can be addressed through proper teacher training, improved learning resources, and continuous adaptation of instructional methods.

In conclusion, the integration of PBL in Islamic Education at SD Negeri 100112 Siuhom II has resulted in significant improvements in student engagement, comprehension, and application of religious knowledge. With further refinement and support, PBL has the potential to transform Islamic Education into a more interactive, student-centered, and effective learning experience. Schools and educators are encouraged to continue exploring and implementing this approach to enhance the quality of religious education.

## DISCUSSION

The findings of this study indicate that the Problem-Based Learning (PBL) model has significantly improved student learning outcomes in Islamic Education at SD Negeri 100112 Siuhom II. Unlike traditional teaching methods that focus on rote memorization, PBL encourages students to explore, analyze, and apply Islamic teachings in real-life contexts. This shift in approach has led to a deeper understanding of religious values, as students engage more actively in their learning process.

One of the main advantages of the PBL model is its ability to develop critical thinking skills. Through problem-solving activities, students learn to evaluate Islamic concepts, interpret religious texts, and discuss moral and ethical dilemmas. This process helps them understand that Islamic teachings are not just theoretical but can be applied to everyday life. The ability to think critically and reflect on religious values allows students to develop a stronger personal connection with their faith.

Student engagement has also increased significantly due to the interactive nature of PBL. In traditional classrooms, students often play a passive role, listening to lectures and memorizing information without actively processing it. However, with PBL, students are given real-world problems to solve, requiring them to work in groups, discuss ideas, and present their findings. This active participation has made learning more enjoyable and meaningful for students.

Collaboration is another key benefit of the PBL model. Since students are required to work together to find solutions to problems, they develop important social skills such as teamwork, communication, and empathy. In Islamic Education, where moral values and ethical behavior are emphasized, collaborative learning further reinforces the importance of mutual respect, cooperation, and understanding.

Another important aspect of PBL is its impact on student confidence. By allowing students to express their opinions, defend their arguments, and engage in discussions, PBL helps build self-confidence and public speaking skills. Many students who were initially hesitant to participate in class discussions gradually became more comfortable expressing their thoughts and ideas. This improvement in confidence can have long-term benefits, not only in religious education but also in other academic and social aspects of their lives.

Despite its advantages, the implementation of PBL also presents some challenges. Some students initially struggled with the transition from traditional learning to problem-solving-based instruction. They were not used to analyzing and discussing religious

concepts independently and needed additional guidance from teachers. However, as the study progressed, students became more accustomed to the new learning approach and developed better independent learning skills.

Teachers also faced challenges in designing and facilitating PBL activities. Unlike conventional teaching, which follows a structured curriculum, PBL requires teachers to create engaging and thought-provoking scenarios that encourage student inquiry. This process requires additional preparation time and effort. Moreover, teachers must adopt a facilitator role rather than a lecturer, guiding students toward discovery rather than simply providing answers.

Another limitation observed in the study was the need for adequate learning resources. Effective implementation of PBL requires well-prepared case studies, multimedia materials, and relevant problem scenarios. Some classrooms lacked the necessary resources to fully support PBL activities, making it difficult to maximize student engagement and understanding. Schools need to invest in educational materials and provide training for teachers to enhance the effectiveness of this learning model.

Overall, the Problem-Based Learning model has shown great potential in improving student learning outcomes in Islamic Education. While challenges exist, they can be addressed through proper teacher training, adequate learning materials, and continuous curriculum development. The shift from passive to active learning encourages students to engage more deeply with Islamic teachings, fostering a better understanding of religious values and their application in everyday life. With further refinement, PBL can become a powerful tool in transforming Islamic Education into a more meaningful and student-centered learning experience.

## CONCLUSION

The research titled "Improving Student Learning Outcomes in Islamic Education with the Problem-Based Learning Model at SD Negeri 100112 Siuhom II" aims to evaluate the effectiveness of Problem-Based Learning (PBL) in enhancing the academic performance of students in Islamic Education. The study focuses on the application of PBL to foster critical thinking, collaboration, and problem-solving skills among students. The research was conducted at SD Negeri 100112 Siuhom II, where a group of students was selected as the sample. Pre-test and post-test assessments were used to measure student learning outcomes before and after the implementation of the PBL model. The results indicated a significant improvement in the students' learning achievements in Islamic Education. One of the key findings of this research is that the Problem-Based Learning model encourages active participation from students. Unlike traditional teaching methods, PBL promotes student engagement by presenting real-world problems that require collaborative problem solving. This method helps students apply their knowledge in practical situations, which leads to a deeper understanding of the material. Additionally, the study found that PBL enhances the students' motivation and interest in the subject matter. Through group discussions and interactive learning, students are more invested in the learning process, which positively impacts their overall performance. The PBL model also fosters the development of essential life skills such as teamwork, communication, and critical thinking. The research also highlighted that teachers played a crucial role in the successful implementation of the PBL model. Teachers had to prepare appropriate learning materials, guide the students in their problem-solving activities, and ensure that the learning objectives were met. Professional development for teachers is therefore essential for the effective use of PBL in the classroom. Furthermore, the study revealed that the PBL model contributes to a more dynamic and supportive classroom environment. Students became more confident in expressing their opinions and ideas, leading to better peer interactions and collaboration. This creates a positive learning atmosphere that encourages students to think critically and creatively. However, the research also identified some challenges in implementing PBL. Time management was a significant

issue, as PBL requires more time for discussions and activities compared to traditional teaching methods. Additionally, some students initially struggled with the problem-solving approach and needed additional support to fully engage with the PBL process. In conclusion, the research demonstrates that the Problem-Based Learning model is an effective approach to improving student learning outcomes in Islamic Education at SD Negeri 100112 Siuhom II. The study recommends that educators continue to explore and implement PBL in their teaching practices to foster a more engaging, dynamic, and collaborative learning environment. The positive results from this research suggest that PBL could be a valuable tool for enhancing educational outcomes in other subjects as well.

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