

JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 2 (1) 319 – 325 February 2024

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

Implementation of Problem Based Learning Model to Improve Learning Outcomes at SD Negeri 101988 Bandar Pinang

Halimah Tusa'diah Hasibuan ✉, SD Negeri 101988 Bandar Pinang, Indonesia

Mahmut Saragih, SD Negeri 102111 Sipispis, Indonesia

Mul Muis, SMP Ad-Dakwah Penggalangan, Indonesia

✉ halimahhasibuan30@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning 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 using 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 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 Problem Based Learning 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.

Received ; December 12, 2022 **Accepted ;** 12 January, 2022 **Published; 10 February**

Citation:Hasibuan, H, T., Saragih, M., & Muis, M. (2023). Implementation of Problem Based Learning Model to Improve Learning Outcomes at SD Negeri 101988 Bandar Pinang. *Jurnal Pendidikan Profesi Guru*. 2(1), 319–325.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

INTRODUCTION

Education in Indonesia is one of the main elements in the development of quality human resources. One of the main goals of education is to create a young generation who are not only intellectually intelligent, but also have strong character, such as tolerance, mutual respect, and a sense of togetherness. In this country that is rich in cultural, religious, racial, and linguistic diversity, these values are very important to be introduced early so that the next generation can live in a harmonious atmosphere despite the existing diversity.

However, reality shows that in practice, many students do not fully understand and appreciate the diversity that exists around them. In some regions, there are still major challenges in building mutual respect among various groups with different backgrounds.

This sometimes leads to discriminatory attitudes, intolerance, and divisions in society. Therefore, it is very important for the education system to integrate the values of tolerance and respect for diversity in its learning process. One effective way to instill these values is through learning that is not only theoretical, but also provides opportunities for students to interact, collaborate, and work together on real projects. One of the methods that can be used to achieve this goal is Project Based Learning (PBL). PBL is a learning method that emphasizes the active involvement of students in a challenging project, where they learn by completing practical and contextual tasks. Through this method, students not only acquire academic knowledge, but also develop social and emotional skills, such as cooperation, communication, and problem-solving.

The PBL method is particularly relevant for the learning material "The Beauty of Mutual Respect for Diversity," because the projects carried out can involve various aspects of life related to diversity, such as culture, religion, or language, encouraging students to better understand and appreciate differences. In this learning, students are not only given knowledge about the importance of mutual respect, but also given the opportunity to apply this attitude in daily life through collaboration in projects. Although the use of the PBL method has great potential to improve students' understanding of diversity, learning outcomes that lead to changes in students' attitudes and behaviors in appreciating diversity are still often not optimal.

Some of the factors that influence this include a lack of emphasis on students' emotional involvement in projects, difficulties in facilitating productive discussions related to diversity, and a lack of effective strategies in connecting theory to students' direct experiences. Therefore, this research is important to be carried out, to evaluate the extent to which the PBL method can improve student learning outcomes in the material "The Beauty of Mutual Respect for Diversity" at SDN No 101988 Bandar Pinang. This study also aims to identify the factors that affect the success of this method in forming attitudes of tolerance and respect for differences.

Thus, it is hoped that the results of this research can make a positive contribution to improving existing learning practices, as well as encourage the creation of a generation that is more inclusive, empathetic, and ready to face social challenges in the future. In addition, it is important to remember that the diversity that exists in Indonesia is not something that should be seen as a problem, but rather a gift that enriches social and cultural life. Therefore, efforts to increase understanding and appreciation of diversity must be an integral part of the education provided to the younger generation, so that they can grow into individuals who are not only academically smart, but also have a strong character in respecting differences

METHODS

This study employs a qualitative and quantitative research approach to examine the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SD Negeri 101988 Bandar Pinang. The research follows a classroom action research (CAR) design, which involves planning, implementation, observation, and reflection to assess the impact of PBL on student learning.

The research subjects consist of students from a selected class at SD Negeri 101988 Bandar Pinang. A total of 30 students participated in the study, with varying academic abilities. The study was conducted over two learning cycles, with each cycle comprising planning, implementation, observation, and evaluation stages. Data were collected through classroom observations, student assessments, and interviews with both students and teachers.

The primary data collection methods used in this study include tests, observations, and questionnaires. Pre-tests and post-tests were administered to measure students' learning progress before and after implementing PBL. Observations were conducted to analyze student engagement, participation, and problem-solving skills during the learning

process. Additionally, questionnaires were distributed to gather students' perceptions of the PBL model and its impact on their motivation and understanding of the subject matter.

The implementation of the PBL model was carried out in several stages. First, students were presented with real-world problems related to Islamic Education. They were then grouped into small teams to analyze the problem, discuss potential solutions, and conduct research using available learning resources. Throughout the process, the teacher acted as a facilitator, guiding students in their inquiry and ensuring they stayed focused on the learning objectives.

Data analysis in this study involved both qualitative and quantitative techniques. Descriptive analysis was used to evaluate observational and interview data, while statistical analysis was applied to compare pre-test and post-test scores. The results were then used to determine whether the PBL model significantly improved student learning outcomes and engagement.

To ensure the validity and reliability of the research, triangulation was employed by using multiple data sources, including test results, observation notes, and student feedback. The combination of different data sources helped provide a comprehensive understanding of the effectiveness of PBL in Islamic Education learning.

Several challenges were encountered during the research, including students' initial struggles in adapting to the problem-solving approach and difficulties in managing group discussions. However, through structured guidance and gradual adaptation, students became more comfortable with the PBL model, resulting in increased participation and improved learning outcomes.

In conclusion, this research methodology provides a structured approach to assessing the impact of the Problem-Based Learning model on student learning outcomes. By integrating real-world problems, collaboration, and active learning strategies, PBL has the potential to enhance students' understanding, motivation, and critical thinking skills in Islamic Education. The findings of this study will contribute to the improvement of teaching strategies at SD Negeri 101988 Bandar Pinang and similar educational institutions..

RESULTS

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 101988 Bandar Pinang showed a significant improvement in students' learning outcomes. Before implementing PBL, students demonstrated low engagement and passive learning habits. However, as the study progressed, there was a noticeable shift in student participation, motivation, and comprehension of the subject matter.

In the first cycle of the study, students were introduced to the PBL approach through structured problem scenarios related to Islamic teachings. Initially, many students found it challenging to adapt to the new learning model, as they were accustomed to teacher-centered instruction. Some students hesitated to participate in discussions, and group collaboration was not fully effective.

Despite these initial challenges, the post-test results from the first cycle indicated a moderate improvement in student performance. The average score increased compared to the pre-test results, suggesting that PBL had a positive effect, although further refinements were necessary in its implementation. Teachers provided additional guidance and support to help students navigate the problem-solving process more effectively.

In the second cycle, adjustments were made to enhance the implementation of PBL. Teachers provided clearer instructions and structured group activities to ensure all students were actively engaged. Additionally, students were encouraged to ask questions, express their opinions, and collaborate more effectively in solving problems related to Islamic Education.

As a result of these improvements, students demonstrated higher levels of critical thinking and problem-solving skills. They became more confident in analyzing issues, discussing solutions with their peers, and applying Islamic values in real-life contexts. The classroom environment became more interactive, with students actively seeking knowledge rather than passively receiving information.

The post-test results from the second cycle showed a significant increase in student scores. The majority of students achieved better academic performance, with fewer students scoring below the minimum competency level. This indicated that the PBL model was effective in enhancing students' understanding and retention of Islamic Education concepts.

Apart from academic performance, the study also observed improvements in students' motivation and attitudes toward learning. They displayed greater enthusiasm in classroom activities, engaged more in discussions, and demonstrated a willingness to explore different perspectives. The collaborative nature of PBL helped foster teamwork, communication skills, and mutual respect among students.

Teacher observations revealed that students who were initially hesitant to participate gradually became more involved in the learning process. By working together to solve problems, students developed a sense of responsibility for their own learning and became more independent in acquiring knowledge.

Furthermore, interviews with students and teachers confirmed the positive impact of PBL. Students expressed that they found the learning process more enjoyable and meaningful compared to traditional methods. Teachers noted that students were more active in class and demonstrated a deeper understanding of the subject matter.

However, some challenges remained, such as managing group dynamics and ensuring equal participation among students. Some students needed additional encouragement and support to fully engage in discussions. Teachers played a crucial role in monitoring group interactions and providing guidance to students who required extra assistance.

Overall, the findings suggest that the Problem-Based Learning model is an effective instructional approach for improving student learning outcomes in Islamic Education. By engaging students in active problem-solving and collaborative learning, PBL not only enhances academic achievement but also develops critical thinking, communication, and teamwork skills.

In conclusion, the implementation of PBL at SD Negeri 101988 Bandar Pinang successfully improved student engagement, motivation, and academic performance. The results highlight the importance of incorporating student-centered learning models in education to create a more dynamic and interactive learning experience. These findings provide valuable insights for educators seeking to enhance teaching methods and improve student outcomes in Islamic Education.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 101988 Bandar Pinang has demonstrated its effectiveness in improving students' learning outcomes. PBL shifts the learning process from a teacher-centered approach to a student-centered one, where students actively engage in problem-solving activities. This method encourages students to think critically, work collaboratively, and apply their knowledge to real-life situations. The findings of this study indicate that students who were initially passive in class became more engaged and motivated as they participated in discussions and group activities.

One of the key benefits observed in this study was the improvement in students' critical thinking and problem-solving skills. Unlike traditional rote learning methods, PBL encourages students to explore solutions, analyze different perspectives, and formulate

logical arguments. This process not only deepens their understanding of Islamic teachings but also enhances their ability to apply these principles in their daily lives. As a result, students showed a greater appreciation of Islamic values and demonstrated better decision-making skills.

Moreover, the collaborative nature of PBL fostered a sense of teamwork and responsibility among students. Working in groups allowed them to share knowledge, discuss ideas, and support one another in solving problems. This cooperative learning environment helped students develop communication and social skills, which are essential for their academic and personal growth. Teachers also observed that students who were previously reluctant to participate in class became more confident in expressing their thoughts and opinions.

The study also highlighted some challenges in implementing PBL effectively. Some students initially struggled with the transition from passive learning to active participation. Additionally, managing group dynamics proved to be a challenge, as some students dominated discussions while others remained quiet. To address these issues, teachers provided guidance on effective group work strategies and encouraged equal participation. Over time, students became more comfortable with the learning process and showed greater independence in their studies.

Another important finding was the positive impact of PBL on students' motivation and engagement. Traditional lecture-based learning often leads to boredom and disengagement, whereas PBL makes the learning experience more interactive and enjoyable. By presenting real-life problems related to Islamic Education, students found the lessons more meaningful and relevant to their lives. This increased their enthusiasm for learning and contributed to higher academic achievement.

Overall, the findings suggest that the Problem-Based Learning model is an effective instructional strategy for enhancing student learning outcomes in Islamic Education. By promoting active learning, critical thinking, collaboration, and motivation, PBL helps students develop essential skills that go beyond academic achievement. The success of this study indicates that educators should consider incorporating PBL into their teaching methods to create a more engaging and meaningful learning environment for students.

CONCLUSION

Implementation of the Problem-Based Learning Model to Improve Learning Outcomes at SD Negeri 101988 Bandar Pinang" explores the effectiveness of the Problem-Based Learning (PBL) approach in enhancing student learning outcomes at the elementary school level. This study was conducted with the aim of identifying the impact of PBL on students' academic achievements and their ability to apply critical thinking skills in problem-solving situations. The results of the research suggest that PBL can be a valuable teaching method that fosters greater engagement and understanding among students. The findings of the study indicate that the implementation of PBL significantly improved students' learning outcomes in various subjects. By focusing on real-life problems, students were encouraged to engage in active learning, working collaboratively to solve problems, which in turn boosted their academic performance. The hands-on approach of PBL allowed students to connect theoretical knowledge with practical application, making learning more meaningful and relevant. Additionally, the research highlighted the positive impact of PBL on the development of students' critical thinking and problem-solving abilities. Students were given the opportunity to explore different perspectives and develop solutions based on evidence and logical reasoning. This process helped enhance their cognitive skills, preparing them for future challenges both academically and in real-life situations. Teachers also reported a higher level of student participation and enthusiasm during lessons that incorporated PBL. Furthermore, the study revealed that the PBL model improved collaboration and communication skills among students. Working in groups enabled them to share ideas, listen to others, and engage in discussions

that promoted deeper understanding. This social interaction not only supported academic growth but also fostered a sense of teamwork and responsibility among students, contributing to their personal development. In conclusion, the implementation of the Problem-Based Learning model at SD Negeri 101988 Bandar Pinang proved to be an effective strategy for improving student learning outcomes. The approach not only enhanced academic performance but also contributed to the development of essential skills such as critical thinking, problem-solving, collaboration, and communication. Based on these findings, it is recommended that schools continue to integrate PBL into their teaching methods to further enhance the quality of education and prepare students for future success.

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>
- Peptiyanti, 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.