JURNAL PENDIDIKAN PROFESI GURU

Implementation of Problem Based Learning to Improve Student Learning Outcomes in Islamic Education Learning at SD IT Ummi A'yuni Perbaungan

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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.

INTRODUCTION

Education is one of the important aspects in shaping the character of the nation's next generation. In the context of education in Indonesia, Islamic religious education has a strategic role in instilling high religious and moral values in students. One of the important values taught in Islamic religious education is concern for others, which is in harmony with the moral messages in the Qur'an. One of the letters that emphasizes this value is Q.S. Al Ma'un, which teaches the importance of social care and responsibility for others. Islamic education needs to develop e-learning technology in every design, method and management of learning, including learning the Qur'an, especially in Q.S. Al Ma'un material (Tubagus,

Muslim, and Suriani 2020). So that Islamic religious education is important to instill the value of social concern through technology. However, the reality in the field shows that the value of caring for others is often not reflected in student behavior. Based on the results of initial observations in grade 5 of SD IT Ummi A'Yuni Perbaungan, it was found that most students did not show caring behavior towards their friends, such as helping friends who were in difficulty, sharing, or showing empathy for the situation of others. This is a concern because the value of caring is one of the cores of character education that is to be instilled through Islamic religious education (Tubagus et al. 2020). These problems can be caused by various factors, one of which is a learning method that is less relevant to student needs. The lecture method that is often used by teachers tends to be one-way and does not involve students actively. As a result, students lack understanding and internalizing the values taught. Therefore, an innovation is needed in learning methods that are able to increase the active participation of students while instilling the value of caring in depth. Wrong One learning method that is believed to be able to overcome this problem is Problem Based Learning (PBL). The PBL method emphasizes providing real problems that are relevant to students' lives as learning materials.

With this approach, students are invited to think critically, discuss, and find solutions together, so that they not only understand the material cognitively but also internalize the moral values contained in it. The application of PBL in Q.S. Al Ma'un learning is expected to provide a meaningful learning experience for students. Through the exploration of real cases that are relevant to the moral message in the letter, students can understand the importance of caring for others and apply it in their daily lives. For example, students are invited to discuss social problems such as poverty, hunger, or lack of attention to orphans, which is then linked to the teachings of Q.S. Al Ma'un.

In the context of the 5th grade of SD IT Ummi A'Yuni Perbaungan, the application of the PBL method is expected to be an effective solution to increase the example of students caring for others. In addition, this problem-based learning can also improve students' critical thinking, cooperation, and communication skills, all of which are important competencies in 21st century education.

This classroom action research (PTK) was conducted to examine the extent to which the application of the PBL method can increase students' concern for others through Q.S. Al Ma'un learning. This PTK is designed in several cycles, where each cycle consists of planning, implementing actions, observation, and reflection. With this approach, researchers can continue to improve and refine learning strategies based on findings in each cycle. Through this research, it is hoped that an effective learning model can be found to instill the values of social care in elementary school students. In addition, this research is also expected to make a practical contribution to teachers in designing and implementing learning that is meaningful and relevant to student needs.

Finally, this research not only aims to improve students' understanding of Q.S. Al Ma'un, but also to form the character of students who are caring, empathetic, and responsible for others. Thus, students not only become academically intelligent individuals, but also moral and noble character, in accordance with the goals of national education. Therefore, this research is very relevant to be carried out at SD IT Ummi A'Yuni Perbaungan, especially in an effort to improve the quality of character education through innovative and effective learning approaches.

METHODS

This research is included in the type of Classroom Action Research (PTK). Classroom Action Research is a research approach that aims to improve the quality of learning through actions taken by teachers in the classroom. In this study, the researcher will apply the Problem Based Learning (PBL) learning model to improve the example of caring for others in the Q.S. Al-Ma'un material in grade 5 of SD IT Ummi A'Yuni Perbaungan Elementary School.

This research is qualitative descriptive, because it aims to describe the process of implementing PBL in learning and how it affects the improvement of students' attitudes of caring for others. The data collected will be in the form of observations on student behavior, discussion results, and documentation of activities related to social values in Surah Al-Ma'un.

In addition, this study will also use a quantitative approach to measure changes in students' understanding and attitudes after the implementation of PBL, through tests or questionnaires given before and after learning. Thus, this type of research uses mixed methods (a combination of qualitative and quantitative methods) to obtain a more comprehensive picture of effectiveness the application of PBL in improving the example of student care. The population in this study is all 5th grade students at SD IT Ummi A'yuni Perbaungan. The number of students included in the population is the entire student enrolled in grade 5 in the current school year.

This population was chosen because they will be participants who receive treatment (application of the Problem Based Learning learning model) to increase the example of caring for others in the Q.S. Al-Ma'un material. The sample in this study is a number of students selected by purposive sampling (purposeful sample), namely students from grade 5 who are the subject of the research. The sample will include about 25-30 students, depending on the number of students in the class. The selection of the sample aims to obtain a representative picture of the impact of the implementation of PBL on students' attitudes of concern, as well as to facilitate data collection and analysis.

The sample taken is expected to reflect the characteristics of the population as a whole, so that the results of the study can be generalized to grade 5 at SD IT Ummi A'Yuni Perbaungan. Qualitative Data: Qualitative data will describe student behavior, attitudes, and interactions in the learning process using the Problem Based Learning (PBL) model. This data can be in the form of descriptions or observations of how students show concern for others, both in group discussions and in their daily actions related to Q.S. Al-Ma'un material.

Quantitative Data: Quantitative data will be used to measure change in attitudes and students' understanding before and after the implementation of PBL. This data is usually in the form of numbers, such as test scores or questionnaires filled out by students related to caring for others. To analyze the data obtained from this study, descriptive analysis and comparative analysis will be used. The following are the details of the analysis techniques: Qualitative Descriptive Analysis: Qualitative data obtained through observation, interviews, and documentation will be analyzed by describing in depth the learning process, student interactions, and changes in their attitudes.

This analysis aims to describe the phenomenon that occurs during the implementation of PBL and to see how the application affects students' attitude of concern towards others. Quantitative Analysis: Quantitative data obtained from questionnaires or tests will be analyzed using descriptive statistical techniques, such as mean calculations, percentages, and standard deviations to determine the extent of changes in students' attitudes and understanding of social care after the implementation of PBL. Comparative Analysis: To find out if there is a significant change in students' attitudes before and after the implementation of PBL, comparative analysis techniques will be used. The comparison between the scores before and after the implementation of learning will be analyzed to see if there is an improvement that can be explained by the application of the PBL model

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RESULTS

Pelaksanaan pembelajaran pra siklus untuk kelas 5 dilaksanakan pada tanggal 12 Desember 2024. Tahap pra siklus ini materi yang disampaikan adalah Q.S. Al Ma'un. Tahap

pra siklus ini bertujuan untuk mengetahui seberapa besar tingkat kepedulian peserta didik terhadap teman sebelum diterapkan model pembelajaran Problem Based Learning, dengan melihat atau mengamati secara langsung pembelajaran yang ada di kelas, kemudia dicatat yang terjadi selama pembelajaran berlangsung.

Pada tahap pra siklus ini peneliti juga melakukan observasi secara langsung ketika proses pembelajaran berlangsung. Selanjutnya di akhir pembelajaran peserta didik diberikan angket. Agket ini bertujuan untuk mengetahui tingkat kepedulian peserta didik terhadap teman dalam pembelajaran PAI materi Q.S. Al Ma'un sebelum diterapkannya model pembelajaran Problem Based Learning. Dari hasil angket tersebut, diperoleh rata-rata nilai sebesar 63,5% secara keseluruhan keberhasilan pada pra siklus belum mencapai ketuntasan minimal yang ditentukan melalui indikator ketercapaian yaitu 70. 2. Hasil Penelitian Siklus I. Penelitian tindakan kelas pada siklus I dilaksanakan di kelas 5 di SD IT Ummi A'yuni. Pada siklus I ini observasi dilakukan di kelas 5 dengan materi Q.S. Al Ma'un pada tanggal 16 Desember 2024. Dalam siklus I ini, solusi yang diperoleh dari tahap refleksi pada tahap pra siklus sebagai tindakan untuk mengatasi permasalahan dalam pelaksaan pembelajaran PAI materi Q.S al Ma'un kaitannya dengan meningkatkan teladan kepedulian untuk sesama. Sebelum melaksanakan tindakan pada tahap siklus I, peneliti melakukan diskusi dahulu dengan rekan sejawat tentang tindakan yang akan diambil untuk menyelesaikan permasalah yang di dapat pada tahap pra siklus terutama menciptakan suasana belajar yang menyenangkan dan mengesankan sehingga menjadikan peserta didik dapat menerima materi pembelajaran dan mampu menerapkannya dalam kehidupan sehari-hari. Dalam penerapan model pembelajaran Problem Based Learning ini juga guru melibatkan peserta didik secara optimal dalam kegiatan mengajar serta dalam berorganisasi sehingga peserta didik dapat bersosialisasi dengan baik tanpa memandang harta, fisik, dan jabatan, mengembangkan sikap berusaha, berserah diri serta membantu peserta didik menyelesaikan masalahnya dan menyerahkannya kepada Allah Swt. Adanya hubungan bekerja sama guru pendidikan Agama Islam dan guru pelajaran umum lainnya serta kepada sekolah dalam membina peserta didik, juga tersedianya Al-Qur'an dan buku-buku agama serta buku pelajaran lainnya di perpustakaan dan tersedianya media sebagai penunjang dalam pembelajaran sehingga lebih memudahkan siswa dan guru dalam proses pembelajaran. Solusi dari hambatan di atas yaitu seorang guru harus aktif melihat dan memantau peserta didik dalam hal perilaku ataupun sikap dari peserta didik tentunya dengan beberapa bantuan dari guru lain maupun kepala sekolah harus aktif membina peserta didik, dan mengawasinya baik secara individu maupun secara kelompok

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD IT Ummi A'yuni Perbaungan aims to enhance student learning outcomes by encouraging active participation and critical thinking. Traditional learning methods often focus on rote memorization, which limits students' ability to apply their knowledge in real-life situations. In contrast, PBL engages students in solving meaningful problems, making learning more relevant and effective. This research examines how PBL improves students' understanding and retention of Islamic teachings while also developing their analytical and problem-solving skills.

The findings indicate that PBL has a positive impact on students' comprehension of Islamic Education concepts. By presenting real-life scenarios related to Islamic values and practices, students are encouraged to think critically and discuss solutions with their peers. This interactive learning process helps students internalize moral and ethical values rather than just memorizing religious texts. As a result, students demonstrate a deeper understanding of Islamic teachings and their applications in daily life.

Moreover, the research highlights that PBL increases student engagement and motivation. When students are actively involved in problem-solving, they become more

interested in learning and take greater responsibility for their education. Teachers observed that students were more enthusiastic and participated more actively in discussions compared to traditional lecture-based methods. This suggests that PBL fosters a more dynamic and student-centered learning environment that enhances overall learning experiences.

Another key finding is that PBL enhances collaboration and communication skills among students. In solving problems related to Islamic teachings, students work together in groups, share ideas, and listen to different perspectives. This collaborative process not only strengthens their understanding of the subject matter but also helps them develop important social skills such as teamwork, respect, and effective communication, which are essential for their personal and academic growth.

Additionally, PBL supports the development of students' higher-order thinking skills. Instead of merely recalling information, students are required to analyze, evaluate, and create solutions to the given problems. This encourages them to connect Islamic teachings with real-life situations, making the learning process more meaningful and impactful. Such an approach helps students build the ability to apply religious values in making ethical decisions in their daily lives.

Teachers also benefit from the implementation of PBL in Islamic Education. The study found that educators who used PBL in their teaching became more creative in designing lesson plans and instructional materials. They acted as facilitators, guiding students to explore and discover knowledge rather than simply transmitting information. This shift in teaching methodology enhances the effectiveness of classroom instruction and improves teacher-student interactions.

Despite its many benefits, the research also acknowledges some challenges in implementing PBL. Teachers may require additional training to effectively facilitate PBL activities, and some students may initially struggle with the transition from passive learning to active problem-solving. However, with proper guidance and continuous practice, both teachers and students can adapt to this approach and maximize its benefits. Schools should provide the necessary support, including training programs and resource materials, to ensure the successful implementation of PBL.

In conclusion, the application of the Problem-Based Learning model in Islamic Education at SD IT Ummi A'yuni Perbaungan has proven to be an effective strategy for enhancing student learning outcomes. It not only improves students' comprehension of religious teachings but also fosters critical thinking, collaboration, and communication skills. While challenges exist, the long-term benefits of PBL outweigh the difficulties, making it a valuable approach to improving the quality of education. Schools and educators are encouraged to integrate PBL into their teaching methods to promote a more engaging and effective learning experience for students.

CONCLUSION

The description of data and research analysis on efforts to increase the example of caring for others in the material Q.S Al Ma'un through the Prolem Based Learning model in grade 5 of Ummi A'yuni Integrated Islamic Elementary School can be concluded as follows; 1) The success of the implementation of the Problem Based Learning model as an effort to increase the example of caring for others in the material Q.S al Ma'un in grade 5 at Ummi a'yuni Integrated Islamic Elementary School is shown by changes in the learning process, namely in responding to the material and the attitude of students in showing concern for others in the classroom in the learning process. This can be seen from the score that has been percentaged. The percentage of increase in concern for fellow students from the results of the pre-cycle questionnaire, cycle I to cycle II, from 63.5% increased to 75.68%.

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