JURNAL PENDIDIKAN PROFESI GURU

Implementation of Problem Based Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 100503 Tapus Sipagabu

Dewi Khairani Sihombing ✉, SD Negeri 100503 Tapus Sipagabu, Indonesia
Fauziah, SD Negeri 100505 Sihulambu, Indonesia
Drianto, SD Negeri 100712 Hapesong Lama, Indonesia

✉ *dewikhairanisihombing6@gmail.com*

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

Learning Islamic Religious Education is a process to prepare human beings to live perfectly and happily, love the homeland, be physically healthy, perfect in their ethics (morals), be disciplined in their minds, proficient in their work, sweet in speech, say in oral and written language. Islamic writing is a physical and spiritual guidance based on the laws of the Islamic religion towards the formation of the main personality according to the measures of Islam.

The main purpose of Islamic Religious Education is to foster and base the lives of students with religious values as well as to teach Islamic religious knowledge so that they are able to practice Islamic sharia according to their knowledge. In the curriculum, Islamic education is designed based on the Qur'an and Al-Hadith which pray for human beings to

get prosperity in the world and close to the khalik. The Islamic Education Curriculum is designed so that worldly and ukhrawi services belong to His people with faith, charity and piety to Him.

This is where the difference between the Islamic Education Curriculum and other Curriculum which has a tendency to prioritize the material aspect with results so that the teaching and learning process does not go well and the learning goals have not been achieved. Learning about "puberty" in Islamic sharia is one of the important knowledge. Every child born into a Muslim family will receive the "burden of Islamic law" when they enter puberty. The pre-puberty age range is the most important requirement to be prepared through education (school and out-of-school), entering puberty with a number of obligations and responsibilities as adherents of Islam and obedient servants of Allah.

Failure to prepare children to enter puberty will have a divine impact (relationship with their God), sociological, psychological, and educational. Puberty is one of the phases of a child's growth in Islam, also known as puberty. Puberty is a term in Islamic law that indicates that a person has reached adulthood. When a child has reached puberty, he is considered to be able to distinguish between right and wrong, and is also obliged to carry out Islamic law, namely the obligation to pray, fast and other worship, which in Islam is also called mukallaf.

There are several opinions regarding the age criteria for a person to be called puberty. According to Imam Malik, the limit of puberty is when a man or woman is even 18 years old with the characteristics of armpit hair, worship dreams, and menstruation. Abu Hanifah argued that a person is considered puberty when he is 18 years old, and for men when he is 17 years old, for women, with the characteristics for men of wet dreams and ejaculation while the characteristics of women are menstruation and pregnancy.

Imam Hanbali believes that a person reaches puberty at the age of 15 years with the characteristics of hair growth around the genitals for women coupled with special characteristics, namely menstruation and pregnancy. While Imam Shafi'I is of the opinion that a person reaches puberty when he is 15 years old with the characteristics of dreams of semen discharge (ihtilam) and semen discharge and menstruation. The general opinion that is a reference for the criteria for the age of puberty in Indonesia is when boys dream of being wet and women experience signs of puberty, namely men have wet dreams and women experience menstruation or the child is fifteen years old.

During the sewkarang period, we find many children experiencing signs of the age of baluigh before they reach 15 years old, especially in pre-meptive children, which are around emapat and five elementary school levels. The difference in the signs of puberty in each child makes children have to seek information and knowledge about it as early as possible. In this case, learning about puberty in elementary school students is important to avoid confusion or incomprehension, when the signs of puberty are experienced for the first time.

Puberty Education includes the meaning of puberty, the signs of puberty, the inherent sharia obligations of individuals, and responding to physical and emotional changes. Knowledge about puberty can be obtained through parents or families, the role of teachers in schools of guidance from ustadz or ustadzah in religious institutions such as Islamic boarding schools or Al-Qur'an Education Parks (TPQ) as well as other sources such as guidance, training, and social media.

The role of teachers in the Elementary School, especially Islamic Religious Education and Ethics Teachers, can be carried out through the implementation of the Independent Curriculum in learning the material of Welcoming the Age of Puberty. The objectives of learning are (1) to correctly mention the signs of puberty or maturity; (2) make a presentation on the signs of puberty in the view of jurisprudence and biological science; (3) Getting used to being grateful, obedient to worship and responsibility. The Independent Curriculum developed to support the recovery of learning is considered more flexible, focuses on essential materials and provides more space for the development of students' character and competence. This study was written to find out the importance

of puberty education in elementary school students, especially at the beginning of the signs of puberty occurring from the perspective of elementary school students.

A simple example of awareness in fulfilling obligations after puberty in upholding prayers does not have to be told, because there is already habituation and awareness of oneself. That prayer is an obligation that must be upheld by every Muslim who has reached puberty. Seeing the lack of awareness of the obligations of puberty of students, the author conducted a class action research, by applying the Problem Based Learning learning model, to make students aware of the obligations and responsibilities of puberty.

Therefore, the author is very interested in making the study material in this Classroom Action Research proposal with the title "APPLICATION OF THE PROBLEM BASED LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN THE MATERIAL WELCOMING PUBERTY OF GRADE IV STUDENTS AT SD NEGERI NO 100503 TAPUS SIPAGABU".

METHODS

This type of research is Classroom Action Research (PTK) which aims to improve the quality of learning in grade VI of SDN 100503 Tapus Sipagabu in the 2022-2023 school year. The research was conducted for two months with a focus on improving student learning outcomes in the subject of Islamic Religious Education and Ethics on the material Welcoming the Age of Puberty through the application of the Problem Based Learning (PBL) model. The research procedure follows the Kemmis and Taggart model which consists of planning, action, observation, and reflection in two cycles. Data collection techniques include observation, interviews, documentation, and questionnaires to obtain objective information related to the learning process and student responses. This research aims to improve student understanding and create a more active and conducive learning atmosphere.

RESULTS

Data description is to describe the existing data in order to obtain a real form from the respondents, so that it is easier for researchers or other people who are interested in the results of the research conducted. There are two types of describing information from these respondents. If the existing data is qualitative data, then the description of this data is carried out by compiling and grouping the existing data, so as to provide a real picture of the respondents. If the data is in quantitative form or transferred in numbers, then the way to describe the data can be done using descriptive statistics.

The purpose of descriptive analysis using statistical techniques is to summarize the data so that it becomes easier to see and understand. The simplest and most often used data analysis by researchers or developers is to analyze existing data using descriptive principles. By analyzing this descriptively, they can present in a concise, simple, and easier to understand manner. These include descriptive analysis in general including measuring central tendencies, measuring variability, measuring relationships, measuring comparisons and measuring the position of a score. The function of data description is to administer and display the existing summary so that it is easier for other readers to understand the substance and meaning of the display of the data.

The next step in this study is to interpret and discuss the results of the research by focusing on the presentation of data which includes answers to research questions, presentation of results in order according to the research objectives, and reflection on the improvements made. In cycle I, the learning process with the Problem Based Learning model showed that even though the average score of students reached 70.00 with a learning completeness of 68.18%, there were still obstacles such as students' lack of understanding of this learning model.

Reflection shows the need for improvement in motivation, time management, and clarity of material delivery by teachers. Cycle II showed an increase with an average score of 82.73 and learning completeness of 86.36%, which was caused by the improvement of teachers' skills in applying this model and students' adaptation to learning methods. The results of this study show that the application of Problem Based Learning has a positive impact on student achievement and learning activities, improving critical thinking skills, cooperation, and learning motivation. In conclusion, this learning model is effective in improving the quality of PAI learning, providing space for students to convey ideas and work independently and in groups, as well as increasing students' learning motivation as a whole.

DISCUSSION

The research titled "Application of the Problem-Based Learning Model in Improving Student Learning Outcomes in Islamic Education at SD Negeri 100503 Tapus Sipagabu" examines the effectiveness of Problem-Based Learning (PBL) in enhancing students' academic performance in Islamic Education. The study aimed to explore how PBL can create a more engaging and interactive learning environment that facilitates deeper understanding and retention of the subject matter.

In the research, the PBL model was implemented in the Islamic Education classroom to encourage students to engage actively in their learning process. By presenting real-world problems related to Islamic teachings, students were encouraged to think critically, collaborate with peers, and seek solutions that reflected their understanding of the content. The PBL approach allowed students to make connections between theoretical knowledge and practical applications, thus fostering a more meaningful learning experience.

One of the key findings of this study is that the PBL model effectively promotes student-centered learning. Unlike traditional teaching methods where the teacher is the primary source of knowledge, PBL shifts the focus to students, allowing them to explore and learn through problem-solving activities. This shift helps students become more independent learners who take responsibility for their own learning, improving their overall academic performance.

The research also revealed that the PBL model encourages students to work collaboratively. By working in groups to solve problems, students develop communication skills, learn to respect diverse viewpoints, and enhance their ability to collaborate effectively. These social skills are crucial not only for academic success but also for their personal and professional growth in the future.

Additionally, the study highlighted the significant role of teachers in facilitating the PBL process. Teachers are not merely instructors but act as guides who help students navigate through the problem-solving process. They provide necessary resources, encourage critical thinking, and monitor group dynamics to ensure that learning objectives are achieved. Teacher involvement is crucial in creating a balanced and productive learning environment where students feel supported and motivated.

Another important aspect identified in the research is the increase in student motivation. The PBL model's emphasis on real-world issues and practical applications resonates with students, making the learning process more relevant and interesting. As a result, students are more engaged, eager to participate, and committed to improving their understanding of Islamic Education topics. This heightened motivation leads to improved academic outcomes.

The research also found that PBL can help students develop critical thinking skills. By analyzing problems and considering various solutions, students are trained to think analytically and make informed decisions. This is particularly important in Islamic

Education, where understanding religious principles and their real-world implications requires deep reflection and thoughtful analysis.

Despite the positive outcomes, the study also encountered challenges in implementing the PBL model. Time constraints were identified as a significant issue, as PBL requires more time for students to explore problems and engage in discussions compared to traditional methods. Furthermore, some students initially struggled with the open-ended nature of PBL, requiring additional guidance and support to develop their problem-solving skills effectively.

Moreover, the research pointed out that there were disparities in how students approached the PBL activities. While some students thrived in the collaborative and exploratory learning environment, others found it difficult to adapt to this new way of learning. These differences highlight the importance of providing differentiated support to meet the diverse needs of students in the classroom.

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 100503 Tapus Sipagabu. The findings suggest that PBL not only enhances academic performance but also fosters important skills such as collaboration, critical thinking, and problem-solving. Despite the challenges encountered, the study encourages educators to adopt PBL as a valuable tool for creating more engaging and meaningful learning experiences in Islamic Education.

By integrating the PBL model into the curriculum, schools can support students in becoming active, independent learners who are better equipped to understand and apply Islamic teachings in their daily lives. This approach not only contributes to academic success but also prepares students for future challenges in both their personal and professional endeavors..

CONCLUSION

Based on the results of the research that has been presented during the two cycles, the results of all discussions and analyses that have been carried out can be concluded, 1) The Problem Based Learning Learning Model can improve the quality of PAI learning; 2) The Problem Based Learning learning model has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (68.18%), cycle II cycle II (86.36%); 3) The Problem Based Learning learning model can make students feel that they are getting attention and opportunities to express opinions, ideas, ideas and questions; 4) Students can work independently or in groups, and are able to take responsibility for all individual and group tasks; 5) The application of Problem Based Learning has a positive influence, namely it can increase student learning motivation

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