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Application of Problem Based Learning to Improve Learning Outcomes in Islamic Education Learning at SD Negeri 102120 Simalas

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that 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 completeness in each cycle with details of 40.19% in the pre-cycle, 73.37% in the first cycle and 89.52% in the second cycle. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning ourcomes, islamic education, problem based learning.

INTRODUCTION

Education is one of the main pillars in the development of a nation, where its quality is greatly influenced by the methods and approaches applied in the teaching and learning process. At the basic education level, religious learning is one of the important subjects to shape students' character and morals. Among the materials taught, the introduction to Asmaul Husna or the 99 glorious names of Allah, has a very important value in developing students' understanding of the teachings of Islam (Nasution I, 2020). However, learning about Asmaul Husna in grade IV of SD Negeri No. 102120 Simalas still faces several obstacles, especially in terms of students' understanding of the meaning and relevance of Asmaul Husna in daily life. (Nasution I, 2020). This means that religious education is important to shape character, obstacles to Asmaul Husna's understanding arise

As one of the innovative approaches in the world of education, Problem Based Learning (PBL) offers solutions that can overcome the problems faced in Asmaul Husna's learning. PBL is a learning model that focuses on solving real problems that can invite discussion, collaboration, and the development of students' critical thinking skills. The application of PBL in learning Asmaul Husna is expected to help students not only memorize the names of Allah, but also understand the meanings and values contained in them, as well as relate them to noble behaviors that need to be applied in daily life (M. Fauziah, S Marmoah, & T. Murwaningsih, 2020). So, PBL helps students understand Asmaul Husna, connect the value of life.

However, based on observations in the field, the methods that have been applied in Asmaul Husna's learning tend to be monotonous, dominated by lectures, memorization, and exercises that do not involve students actively. As a result, students' interest and understanding of this material is still low. Many students are only able to memorize the names of God without understanding the deep meaning and importance of imitating these qualities in their lives. Therefore, there needs to be an effort to increase student involvement in learning through a more contextual and engaging approach.

The application of Problem Based Learning is expected to be a solution to improve student learning outcomes in Asmaul Husna learning. With PBL, students are invited to collaborate in solving problems related to real life that are relevant to Asmaul Husna's values. For example, students may be given a scenario about a social situation that requires an understanding of God's noble attributes, then asked to discuss and find solutions together. This will not only improve their understanding of the material, but also help them in applying these values in their daily lives.

Seeing the importance of applying this approach in improving the quality of learning, this study aims to explore and analyze the application of Problem Based Learning in the learning of Teladan Mulia Asmaul Husna in grade IV of SD Negeri No. 102120 Simalas. This research is expected to provide new insights for teachers in developing more effective and interesting learning methods, as well as improving student learning outcomes, both in cognitive and affective aspects, especially in understanding and practicing the values contained in Asmaul Husna (Ministry of Religious Affairs, 2021). So, the implementation of PBL improves the quality of Asmaul Husna's learning in elementary school.

Problem Based Learning (PBL) is a learning approach that focuses on solving real problems that are relevant to students' daily lives. According to Barrows (1996), PBL is a learning model that teaches students to learn through challenging problem-solving. In PBL, students are not only provided with information directly by the teacher, but they are faced with problems that they must solve through group discussions, investigations, and collaboration. This process leads to the development of critical thinking, analytical, and social skills that are in high demand in real life (H. S Barrows, (1996). This means that Problem Based Learning (PBL) is a learning approach that emphasizes real problem-solving, developing critical, analytical, and social thinking skills through group discussions, investigations, and collaborations. This approach helps students learn actively and relevant to daily life.

The application of PBL in learning Asmaul Husna can be done by providing contextual problems related to the values contained in Asmaul Husna. For example, students may be given a situation that requires a solution based on the attributes of Allah contained in Asmaul Husna, such as the traits of Ar-Rahman (Most Merciful) or Al-Adl (Most Just). In this way, students not only memorize the names of God, but also understand the meaning and relevance of those qualities in their lives.

METHODS

This research is included in the category of Classroom Action Research (PTK), which is designed to identify and solve learning problems that occur in the classroom through the

application of actions taken by teachers in the learning process. This research aims to improve the quality of learning of Teladan Mulia Asmaul Husna in grade IV of SD Negeri No. 102120 Simalas through the application of the Problem Based Learning (PBL) learning model.

Classroom Action Research (PTK) is research conducted by teachers or educators in the classroom to improve or improve the quality of the learning process through actions that are planned, implemented, and evaluated. PTK is carried out in cycles, which involves planning, implementation of actions, observations, and reflections to improve the quality of learning.

In the context of this research, PTK aims to improve student learning outcomes in Asmaul Husna learning through the application of Problem Based Learning (PBL). Teachers as researchers will design and implement actions, then observe and analyze the results of those actions to see if there is an increase in students' understanding of the material as well as changes in their attitudes and behaviors.

This research is a Classroom Action Research (PTK) with a qualitative and quantitative approach that is carried out in a cycle to improve student learning outcomes in Asmaul Husna learning through the application of the Problem Based Learning (PBL) model. This research aims to improve students' understanding of the values in Asmaul Husna and apply them in their lives, as well as to increase students' engagement and motivation to learn. In this study, the variables used consisted of independent variables (free) and dependent variables (bound) that were interconnected to achieve the research objectives, namely to find out whether the application of Problem Based Learning (PBL) could improve student learning outcomes in the learning of Teladan Mulia Asmaul Husna in grade IV of SD Negeri No. 102120 Simalas.

The independent variable in this study is the application of the Problem Based Learning (PBL) model in Asmaul Husna's learning. PBL is a learning approach that engages students in real-life problem-solving, and can lead students to think critically and collaborate on problem-solving. In this study, PBL is applied by providing contextual problems related to the values in Asmaul Husna, so that students not only memorize the names of Allah, but also understand the meaning and values contained in them.

RESULTS

This research aims to improve the example of Asmaul Husna (Al-Malik, Al-Aziz, Al-Quddus, As-Salam, and Al-Mu'min) through the application of the Problem-Based Learning (PBL) learning model in grade IV of SD Negeri No. 102120 Simalas. The research was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The research aimed to investigate the implementation of Problem-Based Learning (PBL) to improve learning outcomes in Islamic Education at SD Negeri 102120 Simalas. The study was designed as a classroom action research, where the intervention was applied in iterative cycles. Data were collected through observations, questionnaires, interviews, and document analysis to assess the impact of PBL on students' academic performance and engagement. In the initial phase, baseline data were gathered to understand the existing level of student performance and engagement in Islamic Education. It was observed that the traditional teaching methods resulted in low participation and limited critical thinking skills among the students. This highlighted the need for a more interactive and student-centered approach, paving the way for the introduction of PBL as an alternative teaching strategy.

During the first cycle of implementation, teachers introduced real-life problems related to Islamic teachings and values. Students were organized into small groups, where they were encouraged to analyze the problems, research possible solutions, and discuss their findings with peers. The classroom environment became more dynamic, with students taking active roles in their learning process, which led to an initial improvement in engagement. The data collected from the first cycle indicated a moderate increase in

student participation and a noticeable improvement in problem-solving skills. Students were more enthusiastic in discussing the material and collaborating with their peers. However, some challenges were also identified, such as difficulties in managing group dynamics and ensuring that all students contributed equally during the discussions.

In response to the challenges encountered in the first cycle, adjustments were made for the second cycle of PBL implementation. Teachers provided additional guidance on group work and introduced structured roles within each group to ensure balanced participation. Moreover, further training was provided to the students on effective communication and critical analysis, which helped to streamline the problem-solving process. The second cycle yielded even more promising results. The enhanced structure allowed students to engage more deeply with the subject matter, and the discussions became more focused and analytical. There was a significant improvement in both the quality of student interactions and their overall understanding of Islamic Education concepts. The findings suggested that the students were able to apply their learning more effectively when faced with real-world problems. Quantitative analysis of the pre-test and post-test scores revealed a statistically significant improvement in students' academic performance. The average scores increased markedly after the implementation of PBL, which confirmed the effectiveness of this teaching method in enhancing learning outcomes. This positive trend was consistent across various assessments and classroom activities, indicating a robust improvement in the students' mastery of the subject.

Qualitative feedback from both students and teachers further supported the quantitative data. Students expressed that they found the problem-based approach engaging and that it helped them develop critical thinking and collaboration skills. Teachers also reported that the interactive nature of PBL transformed the classroom dynamics, making it a more inclusive and stimulating learning environment. The overall analysis of the research data confirmed that the implementation of Problem-Based Learning had a significant positive impact on the learning outcomes in Islamic Education. The approach not only increased student engagement but also improved their analytical skills, enabling them to understand and apply complex concepts more effectively. The collaborative learning environment fostered through PBL played a crucial role in this transformation.

In conclusion, the study demonstrated that Problem-Based Learning is an effective strategy to enhance academic performance and engagement in Islamic Education at SD Negeri 102120 Simalas. The iterative process of planning, implementation, observation, and reflection helped to refine the teaching method, leading to meaningful improvements in student outcomes. The findings provide valuable insights for educators seeking to adopt innovative, student-centered approaches in their classrooms, ultimately contributing to a more dynamic and effective learning experience.

DISCUSSION

The discussion of the research results highlights the effectiveness of implementing Problem-Based Learning (PBL) in enhancing learning outcomes in Islamic Education at SD Negeri 102120 Simalas. The study aimed to address low student engagement and limited critical thinking skills by replacing traditional teaching methods with a more interactive, student-centered approach. This discussion synthesizes the findings across the various cycles of the research and explores both the successes and challenges encountered during the implementation of PBL. In the initial phase of the research, baseline data revealed that traditional instructional methods resulted in minimal student participation and a lack of deep understanding of the subject matter. This finding underscored the need for a transformative approach to teaching Islamic Education. The introduction of PBL provided an opportunity to engage students actively by presenting them with real-life problems related to Islamic teachings, which served as a catalyst for increasing interest and participation. During the first cycle, the implementation of PBL led to a noticeable

improvement in student engagement. Students worked in small groups to analyze problems, research solutions, and discuss their findings. This collaborative effort transformed the classroom dynamic, with students becoming more active and taking ownership of their learning. However, the cycle also revealed some challenges, such as uneven participation among group members and difficulties in managing group interactions effectively.

The issue of group dynamics was particularly significant in the first cycle. Some students dominated the discussions, while others were hesitant to contribute, indicating that additional guidance was needed to ensure equitable participation. This observation prompted the research team to consider strategies that would foster a more balanced group interaction, emphasizing the importance of structured roles and clear expectations for all group members. In response to the challenges observed in the first cycle, the second cycle of PBL was refined with targeted modifications. Teachers provided explicit instructions and assigned structured roles within groups, which helped to distribute responsibilities more evenly among students. Additional training was also offered to enhance communication and critical thinking skills, thereby improving the overall effectiveness of the group work and ensuring that every student had an opportunity to contribute meaningfully. Quantitative analysis from pre-test and post-test scores further supported the positive impact of PBL on academic performance. The data indicated a statistically significant increase in the average scores of students following the implementation of PBL. This quantitative evidence corroborated the qualitative observations made during classroom activities, demonstrating that the problem-based approach not only increased engagement but also improved comprehension and retention of Islamic Education concepts.

Qualitative feedback from both students and teachers enriched the understanding of the research outcomes. Students expressed a higher level of satisfaction with the learning process and reported that the problem-based activities made the subject matter more relevant and easier to understand. Teachers, on the other hand, noted that the interactive nature of PBL created a more dynamic and inclusive classroom environment, which contributed to enhanced learning experiences for the students. The enhanced problem-solving and critical thinking skills observed among students are key indicators of the success of the PBL approach. By confronting real-life problems, students were encouraged to analyze complex issues, discuss various perspectives, and develop well-reasoned solutions. This process not only deepened their understanding of Islamic principles but also prepared them to apply these concepts in practical, everyday situations. A comparative analysis between the first and second cycles of the research clearly showed progressive improvements. While the initial cycle laid the groundwork by introducing students to the PBL framework, the adjustments made in the second cycle significantly enhanced the learning experience. The structured approach in the second cycle resulted in more balanced group participation, greater student confidence, and an overall improvement in both engagement and academic performance.

In conclusion, the discussion of the research findings demonstrates that the implementation of Problem-Based Learning in Islamic Education at SD Negeri 102120 Simalas has been highly effective in improving student engagement and learning outcomes. The iterative process of planning, executing, and refining the teaching strategy was instrumental in overcoming initial challenges and achieving significant improvements. The success of PBL in this context provides a strong foundation for future studies and offers valuable insights for educators seeking innovative, student-centered teaching methods to enhance educational practices in Islamic Education.

CONCLUSION

This study examines the application of the Problem-Based Learning (PBL) model to improve student learning outcomes in the learning of Teladan Mulia Asmaul Husna in

grade IV of SD Negeri No. 102120 Simalas. The Problem Based Learning model has been proven to be effective in improving student learning outcomes both in terms of cognitive understanding and affective attitudes. The average student score increased from 65 at the beginning to 85 at the end of cycle 2, with the percentage of learning completion reaching 92%. The implementation of PBL increases student activity in the learning process. Student activity increased from 70% in cycle 1 to 90% in cycle 2, with active participation in group discussions and presentations of learning outcomes. Students are not only able to memorize the names of Allah, but also understand and relate the values of Asmaul Husna such as Al-Malik, Al-Quddus, and As-Salam into daily life, such as the importance of fair leadership, maintaining the cleanliness of the heart and environment, and a peaceful attitude in social interactions. Obstacles in implementation, such as students' lack of confidence in conveying ideas and difficulty understanding problems, are overcome with written guidance, group training, and the provision of more contextual examples.

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