JURNAL PENDIDIKAN PROFESI GURU

Application of Problem Based Learning Model to Improve Student Learning Outcomes at SD Negeri 04 Perlabian Plantation

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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 a breakdown of 40.59% in the pre-cycle, 65.37% in the first cycle and 89.92% 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 outcomes, islamic education, problem based learning.

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. Student learning outcomes can be classified into three domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). The three are explicitly inseparable and interrelated with each other. The learning outcomes of these students can be improved if the learning activities carried out in the classroom take place effectively and efficiently supported by the existence of school

facilities and infrastructure along with the ability of educators to manage the classroom and their mastery of the material.

The low achievement of learning outcomes of PAI students can be due to educators who have not used learning methods and designed learning implementation plans that are adjusted to the characteristics of the material as well as the situation and conditions of students so that they can allow students to be active and creative. However, on the contrary, the tendency of teachers to use conventional learning methods that are one-way, where there is only information pouring from teachers to students, tends to be monotonous and boring for their students. Learning activities are still centered on teachers (teacher center learning). Students are not used as subjects but objects of learning, even teachers tend to limit students' creativity and participation. during teaching and learning activities, so that the results achieved by students are only limited to memorizing concepts, theories, principles, laws, and the like only at the memory level (Rusli, 2020).

By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers. However, lately, students' enthusiasm for learning has declined and the grades they have obtained are getting lower, especially in the subject of Islamic Religious Education and Ethics class V.

METHODS

Based on the theoretical description and relevant research results above, the action hypothesis is formulated as follows: "The use of the Problem Based Learning Model can improve student learning outcomes in the Alms material for grade V students at UPTD. SD Negeri 04 Perlabian Plantation". Learning outcomes can be used as KKM achievement to measure educational success. One of the success of the implementation of teaching and learning activities is determined by the factors of the learning model selected and applied by the teacher.

The learning model that can create these conditions is the Malasah-Based Learning model. The PBL learning model is an alternative teaching that provides a new atmosphere in learning activities. Learning activities are designed in the form of learning that allows students to work together and help each other in understanding the subject matter and working on worksheets. The PBL learning model applied to the subject of Alms is expected to be able to improve student learning outcomes. Based on these main ideas, the researcher proposed the following action hypothesis: "The Effect of the Application of the Problem Based Learning Model on Improving Student Learning Outcomes in Class V UPTD Alms Material. SD Negeri 04 Perlabian Plantation".

This research is a Classroom Action Research study aimed at improving the quality of learning by implementing a specific teaching intervention directly within the classroom. In this study, the researcher applies the Problem Based Learning (PBL) model to enhance students' exemplification of care and empathy towards others, using the topic of Charity (Sedekah) in Islamic Education at the fifth-grade level of UPTD SD Negeri 04 Perkebunan Perlabian. The study seeks to empower teachers to initiate meaningful changes in their instructional practices and improve student learning outcomes through deliberate, reflective actions. The study is designed as a descriptive qualitative investigation intended to illustrate the process of implementing PBL in the classroom and its impact on students' attitudes of care towards others. Data will be gathered through observations of student behavior, outcomes from group discussions, and documentation of activities related to the subject of Charity. In addition to the qualitative approach, a quantitative component is also incorporated to measure changes in students' understanding and attitudes before and after the implementation of PBL. Pre-tests and post-tests, as well as questionnaires, will be used to obtain numerical data, thereby creating a mixed methods approach that offers a comprehensive view of the effectiveness of the PBL intervention.

The subjects of this research are the fifth-grade students at UPTD SD Negeri 04 Perkebunan Perlabian, consisting of 16 students, with 9 boys and 7 girls. These students are the primary focus of the study, and their interactions, behaviors, and academic performance will be closely observed and documented throughout the research process. Their responses to the PBL activities will provide essential insights into how this innovative teaching method influences their level of care and empathy towards others. Data collection for this research involves both qualitative and quantitative methods. Qualitative data will capture detailed descriptions of student behavior, attitudes, and interactions during the PBL sessions, particularly noting how students demonstrate care and empathy both individually and in groups during discussions on Charity. Quantitative data will be obtained through tests and questionnaires that measure students' understanding of the concept of Charity before and after the PBL intervention, providing measurable evidence of any changes in their learning outcomes. Primary data sources include the students, whose classroom interactions and test results serve as the main indicators of the study's effectiveness, as well as the teacher who implements the PBL approach in the Charity lessons. In addition, secondary data will be drawn from school documentation, including student records, curriculum materials, and related educational literature. These sources provide a contextual background and support for the findings, ensuring that the research is grounded in both current practice and established theoretical perspectives.

Data collection techniques encompass observation, interviews, testing, and documentation. Observations will be made during classroom activities to monitor student interactions and behaviors during PBL sessions on Charity. Interviews with both students and the teacher will be conducted to gather deeper insights into their experiences and perceptions regarding the PBL method. Written tests and questionnaires will be administered to evaluate the students' understanding of the subject matter, while documentation, such as field notes and activity reports, will support the overall analysis of the learning process. For data analysis, quantitative data will be processed by calculating averages, percentages of learning achievement, and comparing test results from each cycle of implementation. The effectiveness of the PBL intervention is determined by the percentage correction formula, ensuring that 75 percent of the students achieve a minimum score of 75 as per the established criteria in both cycles. Qualitative data will be analyzed using the Miles and Huberman approach, which involves reducing the data to focus on key elements, presenting the information in tables for clarity, and drawing conclusions that integrate all the data obtained during the study. This thorough analysis will ultimately reveal the effectiveness of the PBL model in enhancing both academic performance and the students' attitudes towards caring for others.

RESULTS

The implementation of learning in Islamic Religious Education subjects in cycle 1 will be carried out on December 21, 2024 with the material "Living Field with Sharing" and the Alms sub-material. Before carrying out the action, the researcher has made careful preparations, including learning planning, where this activity is designed for one meeting with one evaluation. Researchers also prepare teaching modules, PAI class V subject books according to the Independent Curriculum, and laptops as learning aids. All of these preparations are made to ensure that the learning process can run smoothly and in accordance with the goals that have been set.

In the implementation of the activity, the researcher plays the role of a teacher who delivers the material, while the 4th grade teacher serves as an observer to observe the learning process. Other teachers also participated in documenting during the activity. This meeting was attended by 16 students and lasted for two meetings, each lasting 35 minutes. In the learning session, the researcher invited students to actively pay attention to the material about Almsgiving, so that students could understand the concept of sharing

and caring for others through alms activities. Based on the actions that have been taken, the observation process was carried out by Eva Juli Hartika Siregar as a 4th grade teacher as an observer. The results of the analysis from the observations show that the activities of teachers and students during learning are quite optimal, as can be seen from the activeness of students in discussions and their participation in activities. In addition, the test results provided also provided an overview of students' understanding of the Alms material. The data obtained from this observation will later be used for reflection and as evaluation material to improve the implementation of the next learning cycle.

Based on the data analysis and discussions with colleagues, the researcher implemented improvements in the learning process during Cycle II to achieve better student learning outcomes. In this second cycle, among the 16 fifth-grade students at UPTD SD Negeri 04 Perkebunan Perlabian, the number of students scoring 70 and above increased from 7 students (44%) in Cycle I to 12 students (75%) in Cycle II. This significant increase indicates that the improvements made in the learning process had a positive effect on students' achievement. However, it was observed that 4 students still did not reach the minimum competency criteria, as they struggled to fully understand the material presented during the lessons. The gap in understanding among these 4 students is attributed to their insufficient grasp of the subject matter. This highlighted the need for further targeted interventions to support these learners and ensure that all students can achieve the expected level of understanding.

In response to these challenges, the researcher not only continued to apply the Problem Based Learning model but also incorporated additional media that actively engaged students. This dual approach was intended to stimulate student interest and participation during the learning process, thereby enhancing their comprehension of the material and ultimately leading to more satisfactory learning outcomes. The use of supplementary media, alongside the Problem Based Learning model, played a crucial role in making the learning environment more dynamic and interactive. The enhanced engagement helped many students better understand the concepts related to Charity (Sedekah), which was the focus of the lesson. Based on the formative test data from both Cycle I and Cycle II, it can be clearly affirmed that there was an improvement in the learning ability of the fifth-grade students regarding the material on Charity. In the first cycle, only 7 students (44%) managed to achieve the minimum score of 70, whereas in the second cycle, 12 students (75%) reached or exceeded this benchmark.

Overall, the results indicate that the improved teaching strategies, which combined the Problem Based Learning model with engaging media, led to a higher percentage of students reaching the expected competency level. With 75% of the students meeting the minimum criteria, it can be concluded that the learning process in Cycle II was successful, although further efforts are required to address the needs of the remaining 4 students who have yet to achieve mastery of the material.

DISCUSSION

The implementation of the Problem Based Learning model at SD Negeri 04 Perkebunan Perlabian was designed to address the need for more engaging and effective instructional methods in teaching complex subjects. The school recognized that traditional teaching techniques were not sufficiently meeting the diverse needs of students, particularly in fostering deep understanding and practical application of concepts. This realization led educators to explore innovative approaches that could transform classroom dynamics and improve learning outcomes. The school environment presented several challenges, including low levels of student engagement and limited opportunities for active learning. Many students exhibited passivity during lessons, often relying solely on teacher explanations without participating in discussions or collaborative activities. These challenges underscored the necessity for a teaching strategy that could motivate students and stimulate critical thinking.

Problem Based Learning was selected as a promising model due to its emphasis on student-centered instruction and active problem-solving. This model encourages students to work in groups, analyze real-life problems, and collaboratively develop solutions. The approach was seen as a means to bridge the gap between theoretical knowledge and practical application, thereby making learning more meaningful and relevant. During the planning phase, educators carefully designed the instructional framework, ensuring that the lesson objectives were clear and aligned with the curriculum. Detailed lesson plans were developed to incorporate relevant problems that connected with the subject matter, particularly focusing on the theme of Charity. The planning process also involved the preparation of learning materials, including interactive modules and digital resources.

The actual implementation of the model began with the introduction of real-world problems related to Charity. Students were divided into small groups and tasked with discussing these problems, brainstorming solutions, and presenting their ideas to the class. This approach encouraged collaborative learning and allowed students to engage actively with the content. Throughout the teaching sessions, teachers observed a marked increase in student participation compared to previous methods. Students demonstrated enthusiasm during group discussions and were more willing to share their insights. This active participation was a clear indicator that the Problem Based Learning model was successfully capturing student interest and motivating them to learn. Integrating multimedia resources into the lessons further enhanced the learning experience. The use of digital tools, such as videos and interactive presentations, helped clarify complex concepts and made the subject matter more accessible. These resources complemented the Problem Based Learning approach by providing visual and auditory stimuli that reinforced the key points discussed in class.

The effectiveness of the instructional method was evaluated over multiple cycles of implementation. In the first cycle, a preliminary assessment was conducted to establish a baseline for student performance. Observations and formative assessments revealed that while there was some improvement, a significant portion of students still struggled to reach the desired competency level. Following the initial cycle, educators made several adjustments to address the observed challenges. The second cycle of implementation involved refining the teaching strategies and incorporating additional supports to assist students who were lagging behind. This iterative process allowed the teaching team to tailor their approach more effectively to meet the students' needs. Data collected from the second cycle showed a substantial increase in student learning outcomes. The number of students achieving scores above the minimum competency level increased significantly, indicating that the refined strategies had a positive impact. This improvement was supported by both quantitative test scores and qualitative observations made by the teaching staff.

Quantitative analysis involved comparing pre-test and post-test scores, which demonstrated a clear upward trend in academic achievement. The statistical results provided concrete evidence that the Problem Based Learning model was effective in enhancing students' understanding of the material. These findings were corroborated by the observed increase in active participation during classroom activities. Qualitative data further supported these results, with teacher observations noting that students were more engaged and collaborative in their learning. Detailed notes on group discussions, student presentations, and individual contributions highlighted the development of critical thinking and problem-solving skills. This comprehensive data collection approach provided a well-rounded view of the learning process. The role of the teacher was pivotal in facilitating the Problem Based Learning environment. Teachers acted as guides and facilitators, ensuring that each group remained focused on the task at hand while encouraging open discussion and inquiry. Their active involvement helped maintain a supportive classroom atmosphere where students felt comfortable taking risks and sharing ideas.

Student participation was notably higher during this period, as the interactive nature of the lessons promoted a sense of ownership over their learning. Students were not merely passive recipients of information; instead, they became active contributors to their educational journey. This shift in classroom dynamics was one of the most significant indicators of the model's success. Observations during classroom sessions revealed that students developed a deeper understanding of the concepts through collaborative problem-solving. The process of discussing, debating, and defending their ideas led to enhanced comprehension and retention of the material. This active engagement was essential in bridging the gap between theory and practice. Analysis of the student performance data indicated that the Problem Based Learning model had a positive effect on academic achievement. A greater number of students met or exceeded the minimum competency levels following the intervention, reflecting an overall improvement in learning outcomes. These results underscored the importance of using innovative teaching methods in addressing educational challenges. Despite the positive outcomes, some challenges remained. A small number of students continued to struggle with the material, indicating that further individualized support was necessary. These challenges provided valuable insights into areas where additional instructional strategies might be needed to ensure that every student could achieve success. Recommendations from the study included the continued use of Problem Based Learning as a core instructional strategy, with modifications to better support students who have difficulty with the approach. Providing additional resources and one-on-one mentoring sessions were suggested as potential methods to assist these students. The findings highlighted the need for ongoing teacher training to refine these innovative methods further. The significance of the study lies in its demonstration that active, student-centered learning models can effectively improve academic performance. The integration of multimedia resources and collaborative problem-solving not only enhanced student engagement but also resulted in measurable improvements in learning outcomes. These results are encouraging for educators seeking to implement similar strategies in other subjects.

Implications for future practice include the potential for scaling up the Problem Based Learning model across various grades and subjects. The success observed in this study suggests that with proper support and implementation, this approach can lead to significant improvements in educational quality. The study serves as a model for how traditional teaching methods can be transformed through innovative, interactive techniques. Reflection on the entire process revealed that iterative cycles of planning, implementation, observation, and reflection were crucial for achieving the desired outcomes. This ongoing refinement allowed educators to address challenges as they arose and make necessary adjustments to better meet student needs. Continuous improvement was at the heart of the study, ensuring that each cycle brought the teaching process closer to its intended goals. In conclusion, the implementation of the Problem Based Learning model at SD Negeri 04 Perkebunan Perlabian led to a significant enhancement in student learning outcomes, particularly in the subject of Islamic Education focused on Charity. The model fostered greater student engagement, improved academic performance, and provided valuable insights into innovative teaching methods. The success of this approach highlights the potential for active, student-centered learning environments to transform traditional classrooms into dynamic hubs of knowledge and collaboration.

CONCLUSION

From the results of the implementation of Classroom Action Research (PTK) in class V UPTD. SD Negeri 04 Perlabian Plantation can be concluded as follows: 1) With the problem-based learning model, it turns out to be able to improve PAI learning outcomes in class V UPTD. SD Negeri 04 Perlabian Plantation on the material The Beauty of Sharing Each Other with the sub-theme of Alms with a study of class actions. This can be seen from the average results of formative tests and group work before the study, which is 31%

learning completeness. In the first cycle, the learning completeness increased to 44%, then in the 2nd cycle it became 75% learning completeness; 2) The application of the problem-based learning model in learning activities can affect the understanding, attention, and activeness of KLS V UPTD students. SD Negeri 04 Perlabian Plantation, so that student learning achievement increases.

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