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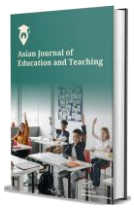

Improving Student Learning Achievement in Islamic Education Learning with the Problem Based Learning Model at SDN 2 Teluk Nibung Singkil

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ABSTRACT

This study aims to improve student learning outcomes through the application of the Problem-Based Learning model. The method used is Classroom Action Research which is carried out in three cycles, with the stages of planning, action implementation, observation, and reflection. The subjects of the study were 23 students of Class IV of SDN 2 Teluk Nibung in the 2022/2023 academic year, while the object of the study was improving student learning outcomes. Data were collected through observation and written tests, then analyzed using quantitative and qualitative descriptive methods. The results of the study showed that the application of the PBL model can effectively improve student learning outcomes. This can be seen from the increase in the average test score from 61.08 in the initial conditions, to 68.15 in cycle I, increasing to 80 in cycle II, and reaching 81 in cycle III. In addition, the percentage of students who achieved the minimum completion criteria (70) also increased significantly, from 30.44% in the initial conditions, to 69.56% in cycle I, and increasing to 82.61% in cycle II. Thus, it can be concluded that the application of the Problem-Based Learning (PBL) model is able to significantly improve student learning outcomes. This model not only helps students understand the material better, but also increases their active involvement in learning, thus creating a more interactive and meaningful learning atmosphere.

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Introduction

Education is a lifelong process, encompassing learning experiences in various forms, both formal, non-formal, and informal, in school and outside school environments. Hamalik (2007: 79) states that education aims to shape individuals to be able to adapt to their environment, so that changes occur in them that allow them to function optimally in community life. Elementary School is one of the early levels that plays an important role in building the foundation of students' knowledge and character. Education at this

stage does not only focus on cognitive aspects, but also includes affective and psychomotor development through various learning methods. Danim (in Ahmadi, 2014: 45) emphasized that the main purpose of education is to transfer knowledge and form educated individuals. Knowledge obtained in schools or training institutions is not only limited to theory, but must also be applied in real life, so as to produce competent individuals who are ready to face challenges in society. Learning itself is a teaching and learning activity, which involves teachers as the party who teaches and is responsible for the implementation of student education while students as someone who wants to learn or receive teachings both cognitively, affectively, and psychomotorically. In the Attachment to Permendikbud 2013 No. 81A concerning the Implementation of the General Guidelines for Learning Curriculum, it is explained that learning is an educational process that provides opportunities for students to develop their potential in terms of attitudes, knowledge, and skills.

Learning must be directed to facilitate the achievement of competencies that have been designed in the curriculum so that each student is able to become an independent lifelong learner. Learning that is suitable to be applied in elementary schools is learning using a thematic approach. Thematic learning is basically a model of an integrated curriculum that uses themes to link several subjects so that it can provide meaningful experiences to students (Depdiknas, 2006: 5). According to Akbar (2015: 17) thematic learning is a learning approach that integrates various competencies from various subjects into themes with a meaningful learning process adjusted to student development. This approach is intended so that students do not learn partially so that learning can provide complete meaning to students as reflected in the various themes available. Thematic learning, in elementary schools emphasizes the learning process that is not merely carrying out activities, but how to design learning that also activates students' creativity and creative thinking. Learning outcomes according to Nawawi (in Susanto, 2013: 5) are defined as the level of student success in learning subject matter at school which is stated in the scores obtained from the results of tests recognizing a number of specific subject matters. According to Arikunto (in Widoyoko, 2016: 10) teachers and other educators need to assess students' learning outcomes because in the world of education, especially the world of school education, assessing learning outcomes has an important meaning, both for students, teachers and schools.

In this case, the researcher conducted observations to determine the level of student learning outcomes that occurred in the classroom. Low student learning outcomes are a problem that has an impact on low student learning outcomes. Low student learning outcomes are evidenced by data from 7 inactive students with the "low" category in participating in learning and from a total of 23 students. When learning takes place, students only sit, listen, take notes, and memorize the material presented. This is caused by the use of learning models that do not activate students. The learning model according to Akbar & Sriwijaya (in Akbar, (2015: 27) is the steps of learning and its

tools to achieve goals. The application of a learning model that does not activate students makes students reluctant to ask questions and play an active role during learning so that students' understanding of mathematics learning is low and the main learning objectives in thematic learning are not achieved.

In addition to observation, researchers also conducted interviews with Grade IV teachers to obtain information about the conditions or behavior of students that appeared and often occurred during the learning process. In addition, researchers also obtained data or documents on student test scores in thematic learning. Based on the information obtained, the Minimum Completion Criteria (KKM) in thematic learning is 70. The results of the Thematic learning test scores showed that 16 students had reached KKM with a percentage of 69.56% and there were still 7 students who had not reached KKM with a percentage of 30.44%. Based on the results of observations and interviews, researchers saw that the learning model applied to Grade IV students of UPTD SPF SDN 2 TELUK NIBUNG had not been able to improve student learning outcomes during the learning process, resulting in low student learning outcomes and many students had not reached KKM. Therefore, it can be concluded that the learning activity of Grade IV students in thematic learning is still low, thus affecting student learning outcomes. For this reason, researchers provide a solution to use the Problem Based Learning model in order to improve student learning outcomes in mathematics learning. According to Ibrahim and Nur (in Rusman, 2010: 241) Problem Based Learning is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills and to acquire knowledge and concepts that are essential to the subject matter. The stages of the Problem Based Learning model according to Hamdayama, (2014: 212) consist of five stages in teacher treatment, namely: (1) phase 1: student orientation to the problem; (2) phase 2: organizing students to learn; (3) phase 3: guiding individual and group investigations; (4) phase 4: developing and presenting work results; (5) phase 5: analyzing and evaluating the problem-solving process. The use of this Problem Based Learning learning model is expected to improve the learning outcomes of Class IV students in Thematic learning.

Based on the learning conditions in Class IV UPTD SPF SDN 2 Teluk Nibung, it was found that student learning outcomes still need to be improved. As an effort to overcome these problems, the Problem Based Learning (PBL) learning model was applied which emphasizes problem solving as the main focus in the learning process. Therefore, this classroom action research was conducted with the aim of improving student learning outcomes through the application of the Problem Based Learning (PBL) model. This research was designed with the title: "Improving Student Learning Achievement with the Problem Based Learning (PBL) Model in Class IV UPTD SPF SDN 2 Teluk Nibung Singkil in the 2022/2023 Academic Year".

Methods

Cognitive development refers to the increase in logical thinking ability that occurs from infancy to adulthood. Jean Piaget stated that this process takes place in four stages of development, which are experienced by each individual although in different time spans. Each new stage is achieved when the brain has reached a certain level of maturity, allowing the individual to understand more complex logical concepts or operations (Matt Jarvis, 2011:148). Although the age of children in reaching each stage of development can vary, the pattern of development remains universal. For example, a 6-year-old child may already be at the concrete operational stage, while another 8-year-old child is still at the pre-operational stage. However, the process of intellectual development always follows a fixed sequence, where the cognitive structure of the previous stage will be integrated into the next stage (Ratna Wilis, 2011:137).

The author's experience was obtained from the observation process supported by observation sheets and questionnaires. Through the observation sheet, the author emphasizes the learning conditions in the classroom that implements Problem Based Learning, through the questionnaire, the author emphasizes students' responses to the application of Problem Based Learning in Thematic Lessons. In this study, the researcher conducted the research himself and was directly involved in the research process from the beginning to the end of the study. This type of research refers to the place or context in which this research was conducted. Therefore, this research was conducted in the classroom and was intended to improve classroom learning. The results of this study include student perceptions and student learning achievement towards Problem Based Learning cooperative learning. Student perceptions and student learning achievement are seen from the increase in the provision of actions between cycle I, cycle II, and cycle III. The subjects of the study were students of Class IV UPTD SPF SDN 2 Teluk Nibung with a total of 23 students, in the even semester of the 2022/2023 Academic Year. This research was conducted at UPTD SPF SD Negeri 2 Teluk Nibung located on Jl Lingkar Teluk Nibung, Teluk Nibung, Kec. Pulau Banyak, Kab. Aceh Singkil, Aceh. The stages of classroom action research (CAR) are in the form of a spiral cycle that includes the following activities: (1) planning; (2) action providers that form cycle after cycle until the research is considered complete, so that data can be collected as answers to the problems (PGSM Project Coaching Team, 1999:7). In this study, two cycles are planned, namely cycle I and cycle II. The learning that will be applied is the Problem Based Learning cooperative learning method. Cycle I. This cycle is planned for 1 meeting with a duration of 2 x 35 minutes.

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The researcher conducted this study independently, engaging directly in the research process from start to finish. This research took place in a classroom setting and was intended to enhance learning experiences. The study aimed to analyze student perceptions and academic achievement under the Problem-Based Learning cooperative learning approach. Student perceptions and learning achievements were examined through an action research cycle, comparing improvements across multiple cycles. This classroom action research (CAR) was conducted at UPTD SPF SD Negeri 2 Teluk Nibung, located in Teluk Nibung, Pulau Banyak, Aceh Singkil, Aceh. The study involved 23 fourth-grade students in the even semester of the 2022/2023 Academic Year. The research followed the CAR model, which operates in a spiral cycle, including the following stages: (1) planning; (2) implementation of actions in cycles; and (3) data collection and analysis to address the research problems (PGSM Project Coaching Team, 1999:7).

In this study, two cycles were planned: cycle I and cycle II. The Problem-Based Learning cooperative learning method was applied to enhance student engagement and critical thinking skills. Cycle I consisted of one meeting with a duration of 2 x 35 minutes. The research findings highlight the effectiveness of PBL in improving cognitive development by fostering a more interactive and problem-solving-oriented learning environment. The results demonstrated that students showed gradual improvements in their logical thinking abilities and academic performance across the cycles, supporting Piaget's theory of cognitive development.

Result

Cognitive development refers to the increase in logical thinking ability that occurs from infancy to adulthood. Jean Piaget stated that this process takes place in four stages of development, which are experienced by each individual although in different time spans. Each new stage is achieved when the brain has reached a certain level of maturity, allowing the individual to understand more complex logical concepts or operations (Matt Jarvis, 2011:148). Although the age of children in reaching each stage of

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This research aimed to improve student learning outcomes through the implementation of the Problem-Based Learning (PBL) model. The method used was Classroom Action Research (CAR), conducted in three cycles, including planning, action implementation, observation, and reflection. The subjects were 23 fourth-grade students of UPTD SPF SDN 2 Teluk Nibung in the 2022/2023 academic year, while the object of the research was the improvement of student learning outcomes. Data was collected through observation and written tests, then analyzed using descriptive quantitative and qualitative methods. The results of the study indicate that the implementation of the PBL model effectively enhanced student learning outcomes. This is evident from the increase in the average test scores from 61.08 in the initial condition to 68.15 in cycle I, further rising to 80 in cycle II, and reaching 81 in cycle III. Moreover, the percentage of students meeting the Minimum Competency Criteria (KKM) of 70 also

showed significant improvement, from 30.44% in the initial condition to 69.56% in cycle I, and further increasing to 82.61% in cycle II. Thus, it can be concluded that the implementation of the Problem-Based Learning (PBL) model significantly improved student learning outcomes. This model not only helped students better understand the subject matter but also increased their active participation in learning, creating a more interactive and meaningful learning environment.

The research conducted at SD Negeri 2 Teluk Nibung Singkil aimed to explore the impact of the Problem-Based Learning (PBL) model on student achievement. The findings indicated that implementing PBL significantly improved both student engagement and learning outcomes. Students demonstrated a greater ability to apply knowledge to real-world situations, showcasing critical thinking skills and enhanced problem-solving abilities. This result highlights the effectiveness of PBL in promoting deeper learning and helping students move beyond rote memorization. One key observation was the increased level of active participation among students. In traditional teaching methods, students often passively received information from the teacher. However, under the PBL model, students were expected to take on a more active role in their learning process. They worked in groups to solve complex problems, which required them to share ideas, collaborate, and engage in discussions. This shift led to an increase in student motivation and enthusiasm, making them more eager to learn.

Another significant result was the improvement in students' problem-solving skills. PBL encourages students to tackle real-life problems that have no single correct answer, allowing them to think critically and explore multiple solutions. As they engaged in collaborative problem-solving, students were able to develop various strategies to address challenges. This process helped them understand the relevance of what they were learning, making the subject matter more meaningful and applicable to their everyday lives. Moreover, the PBL model fostered a sense of responsibility and ownership in students. Since students were required to take charge of their learning, they became more self-reliant and developed better time management and organizational skills. The responsibility of working on group tasks and solving problems together instilled a sense of accountability, encouraging students to take their learning seriously and work diligently to complete tasks.

The teacher’s role in PBL shifted from being the primary source of information to a facilitator who guided students through the learning process. This new role allowed teachers to offer personalized support and provide valuable feedback to help students refine their understanding. By facilitating discussions, encouraging students to ask questions, and providing resources, teachers created a learning environment where students felt empowered to take control of their learning and apply it in real-world contexts. In addition to academic improvement, the PBL model also had a positive impact on students' social skills. Working in groups required students to communicate effectively, listen to each other, and respect different perspectives. These collaborative

experiences helped students develop important interpersonal skills that will benefit them in both their academic and personal lives. The social interaction fostered by PBL encouraged students to work together, share ideas, and solve problems as a team.

Another result of implementing PBL was the improvement in students' critical thinking abilities. As students faced complex problems, they had to analyze information, make decisions, and think critically about the possible outcomes of their actions. This approach allowed them to develop a deeper understanding of the subject matter and enhanced their ability to think independently. Students became more confident in expressing their ideas and justifying their solutions, which further contributed to their overall academic growth. The PBL model also encouraged a more personalized learning experience. Since students worked on different aspects of a problem, they were able to engage with the material at their own pace and according to their individual strengths and interests. This level of customization helped students better understand the content and stay engaged throughout the learning process. As a result, students demonstrated higher levels of satisfaction and achievement in their academic performance.

Overall, the implementation of PBL at SD Negeri 2 Teluk Nibung Singkil was successful in enhancing students' learning outcomes. The combination of active learning, collaboration, critical thinking, and real-world problem-solving fostered a deeper understanding of the content. The positive results of this study suggest that PBL is an effective teaching method that can improve student achievement, foster a love for learning, and better prepare students for future challenges. Moving forward, it would be beneficial to continue using PBL and refine it based on student needs, ensuring that it remains an engaging and impactful approach to learning. The study concluded that PBL not only increased academic performance but also encouraged lifelong learning skills such as collaboration, critical thinking, and problem-solving, which are essential for success in an ever-changing world. Therefore, the continued use of the PBL model at SD Negeri 2 Teluk Nibung Singkil could lead to more substantial improvements in student achievement, making it a valuable pedagogical approach in contemporary education.

Discussion

The findings of this research highlight the effectiveness of Problem-Based Learning (PBL) in improving student learning outcomes. The observed increase in student achievement demonstrates that PBL fosters active learning, critical thinking, and problem-solving skills. The incremental improvement in test scores and the percentage of students achieving the KKM suggests that students became more engaged and motivated throughout the learning process. The increase in learning outcomes can be attributed to several factors. First, PBL encourages students to explore and construct knowledge through real-world problems, which enhances comprehension and retention. Second, the collaborative nature of PBL allows students to exchange ideas and develop communication skills, leading to a deeper understanding of the material. Third, the

structured yet flexible framework of PBL ensures that students are actively involved in the learning process, making lessons more interactive and meaningful.

Additionally, the results indicate that PBL positively influences classroom dynamics. The active involvement of students in discussions and problem-solving activities contributes to a more engaging and stimulating learning environment. This aligns with Piaget's theory of cognitive development, which emphasizes the importance of active learning experiences in fostering intellectual growth. Despite the overall success of PBL in enhancing student learning outcomes, challenges were also noted. Some students initially struggled with the self-directed nature of PBL, requiring additional guidance and support. However, as the cycles progressed, students adapted to the new learning model and demonstrated increased independence and confidence in solving problems. In conclusion, the findings of this research confirm that Problem-Based Learning is an effective instructional strategy for improving student learning outcomes. By fostering active engagement, collaboration, and critical thinking, PBL not only enhances academic achievement but also prepares students with essential skills for lifelong learning. Future research could explore the long-term impact of PBL on student learning and investigate ways to optimize its implementation in diverse classroom settings.

The implementation of the Problem-Based Learning (PBL) model at SD Negeri 2 Teluk Nibung Singkil demonstrates significant improvements in student achievement by encouraging active engagement and critical thinking. Unlike traditional methods, where students passively absorb information, PBL requires them to actively participate in the learning process. Students are presented with real-world problems that require them to collaborate, analyze, and explore multiple solutions, leading to a deeper understanding of the subject matter. This active involvement not only enhances cognitive skills but also promotes the development of practical knowledge that students can apply in their daily lives. Moreover, PBL fosters the development of essential soft skills such as communication, teamwork, and problem-solving. As students work in groups, they are forced to communicate effectively, listen to diverse perspectives, and make decisions collectively. These experiences encourage students to become more confident in their abilities to express ideas and collaborate with others. The social interaction inherent in PBL allows students to build stronger relationships with their peers, while also developing respect for differing opinions. These skills are vital not only in academic settings but also in future personal and professional endeavors.

Another important aspect of PBL is the sense of ownership it instills in students. Rather than relying solely on the teacher for information, students take responsibility for their learning by actively searching for solutions and managing their time and resources. This sense of autonomy motivates students to be more engaged and invested in their education, as they see the direct impact of their efforts on their success. Furthermore, the teacher's role shifts from a lecturer to a facilitator, offering guidance and support as

students navigate through the learning process. This allows students to take greater responsibility for their progress and fosters a more student-centered learning environment. The positive outcomes observed in this research suggest that Problem-Based Learning is an effective pedagogical model for improving student achievement. By emphasizing real-world problem-solving, collaboration, and self-directed learning, PBL equips students with the skills and knowledge needed for academic success and prepares them for future challenges. The results of this study highlight the importance of incorporating innovative teaching strategies such as PBL to create a more engaging and meaningful learning experience for students. Given its effectiveness, PBL should be considered as a viable approach to enhance the quality of education in elementary schools.

Conclusion

Based on the findings and discussion, it can be concluded that the implementation of the Problem-Based Learning (PBL) model significantly enhances student learning outcomes. The gradual increase in test scores and the percentage of students achieving the KKM indicate that PBL is an effective learning model in fostering cognitive development and problem-solving skills. The study confirms that PBL encourages active participation, enhances critical thinking, and improves classroom engagement. Through PBL, students are more motivated to explore knowledge independently and collaboratively, which leads to a deeper understanding of the subject matter. Additionally, the structured yet flexible nature of PBL provides an engaging learning environment that supports intellectual growth. However, the study also highlights the need for proper guidance and adaptation, as some students initially struggled with the shift from traditional learning to PBL. Thus, future research can explore strategies to optimize PBL implementation, particularly in assisting students in the early stages of adaptation. In conclusion, Problem-Based Learning is an effective instructional strategy that not only enhances academic achievement but also equips students with essential 21st-century skills, such as critical thinking, collaboration, and problem-solving. Its application in classroom settings should be encouraged to create a more dynamic and meaningful learning experience.

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