



Efforts To Improve The Learning Outcomes of Islamic Religious Education Students with The Problem Based Learning Model at SDN 1505 Pasir Julu

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using the Problem Based Learning Learning Model. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data for this study were obtained using test and observation techniques. Tests are used to measure learning 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 the Problem Based Learning 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 pre-cycle 40.89%, cycle I 68.87% and in cycle II increasing to 90.32%. Thus, the Problem Based Learning Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

Islamic Religious Education (PAI) is one of the important components in the formation of character and morals of Grade V students of SDN 1505 Pasir Julu. One of the materials taught in PAI at the Elementary School level is "Welcoming the Age of Toddlers". This material has a very important role because the puberty period marks the beginning of an individual's obligation to carry out the main worship in Islam, such as prayer, fasting, and other obligations. Therefore, an understanding of the age of puberty and the religious obligations that arise afterward must be given as well as possible from an early age so that students can carry out their religious responsibilities properly. However, in reality, there are still many Grade V students of SDN 1505 Pasir Julu who still have difficulty understanding the material on puberty. This can be seen from their low understanding of the consequences that arise when they have reached puberty, such as the obligation to perform prayer, fasting, and various other worship. In addition, this lack of understanding often causes Grade V students of SDN 1505 Pasir Julu to be less aware of the importance of puberty in the context of Islamic teachings and its influence on daily life.

The problem is further exacerbated by learning methods that do not fully support active student involvement in understanding the material. Conventional learning that only conveys information verbally without actively involving students makes the material feel monotonous and less interesting for students. As a result, the learning outcomes of Class V students of SD Negeri 1505 Pasir Julu in understanding the material about puberty have not achieved optimal results. Therefore, efforts are needed to improve the understanding of Class V students of SD Negeri 1505 Pasir Julu on the material "Welcoming Puberty" through a more effective learning model. One learning model that can be applied is Problem Based Learning (PBL). This PBL model emphasizes providing relevant problems and can motivate Class V students of SD Negeri 1505 Pasir Julu to find solutions, discuss, and relate their knowledge to real situations. With PBL, it is hoped that Class V students of SD Negeri 1505 Pasir Julu can be more active in learning, understand the material better, and be able to apply this knowledge in their lives, especially in preparing themselves to welcome puberty. Given the background, this study aims to identify efforts that can be made to improve the learning outcomes of Grade V students of SDN 1505 Pasir Julu on the material "Welcoming Puberty" using the Problem Based Learning (PBL) learning model. This study is expected to provide solutions for Islamic Religious Education teachers to better understand the needs of effective and relevant learning in improving students' understanding of the material.

Methods

This research is included in the category of Classroom Action Research (CAR) because it aims to improve student learning outcomes through the application of a specific method, namely Problem-Based Learning (PBL) on the material Welcoming Puberty in Islamic Religious Education (PAI) learning for grade V. This research only focuses on grade V (Fifth) students, so that the results obtained reflect the specific conditions of the subject. This research was conducted at SDN 1505 Pasir Julu, Sosa Julu District, Padang Lawas Regency. This research was conducted in the period from January 2025 to

February 2025 which included several learning cycles, in accordance with the Classroom Action Research (CAR) model. Planning in this research is very important to ensure that the application of the Problem-Based Learning (PBL) model on the material Welcoming Puberty can be carried out effectively. The following are the stages of planning this research which include initial planning, implementation, and evaluation. This research procedure explains the steps that will be taken during the process of implementing the Problem Based Learning (PBL) model in improving learning outcomes on the material Welcoming Puberty in Islamic Religious Education (PAI). This research uses the Classroom Action Research (CAR) method which consists of several cycles, where each cycle includes the planning, implementation, observation, and reflection stages.

Result

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SDN 1505 Pasir Julu resulted in a significant increase in student learning outcomes. Initially, students were less enthusiastic, less interested, and had difficulty understanding abstract Islamic concepts. However, after implementing PBL, there was a marked increase in both student participation and understanding of the subject matter. The PBL approach, which encourages students to solve real-world problems, helps them see the relevance of Islamic teachings in everyday life, leading to more active and meaningful engagement in classroom activities. At the beginning of the lesson, students were mostly passive learners, who relied heavily on the teacher for information. This traditional approach to teaching Islamic Education did not foster deep understanding or critical thinking among students. However, after the PBL model was introduced, students were confronted with real-world problems related to Islamic values, and they were tasked with finding solutions collaboratively. This shift from a teacher-centered approach to a student-centered approach empowered students to take ownership of their learning, leading to greater motivation and deeper understanding of the material. In the PBL model, students are encouraged to ask questions, research topics, and collaborate with their peers. This process not only enhances their critical thinking skills but also encourages them to apply Islamic principles to real-life situations. For example, in a lesson on charity (Zakat), students are given a problem to solve related to distributing resources to those in need in their community. By working together to find a solution, students develop a practical understanding of the Islamic concept of charity, which goes beyond theoretical knowledge and into real-world applications.

One of the main strengths of the PBL model is its ability to encourage teamwork and collaboration. Students work in groups, allowing them to share ideas, discuss different perspectives, and solve problems together. This collaborative environment helps students develop important social skills, such as communication, negotiation, and conflict resolution. In addition, the PBL model reinforces the Islamic values of cooperation, mutual support, and working together for the common good. These values are not only taught in theory but also practiced during group activities, making the learning experience more holistic and meaningful.

The use of PBL also creates a more engaging and dynamic classroom environment. Students are no longer passive recipients of information; instead, they are actively

involved in the learning process. Through hands-on activities, group discussions, and problem-solving tasks, students become more enthusiastic about learning. Their enthusiasm is evident in their increased participation in class, as they are eager to share their findings and solutions with their peers. This increased engagement contributes to a better understanding of Islamic concepts, as students are able to relate them to their own experiences and apply them in practical ways.

Another important outcome of this study was the improvement in students' critical thinking and problem-solving skills. The PBL model requires students to analyze information, ask thoughtful questions, and evaluate possible solutions to problems presented. These skills are essential in developing a deeper understanding of Islamic Education, as students are encouraged to not only memorize facts but also think critically about the teachings and how they can be applied to real-life situations. The development of these higher-order thinking skills also helps students retain and recall information more effectively.

The role of the teacher as a facilitator is critical in ensuring the success of the PBL model. Rather than being the sole source of knowledge, the teacher guides students through the problem-solving process, providing support and feedback when needed. The teacher's role is to create a learning environment where students feel comfortable asking questions, exploring different ideas, and learning from each other. This approach helps students build confidence in their abilities and encourages them to take an active role in their learning.

Assessments conducted throughout the study showed significant improvements in student learning outcomes. Pre- and post-assessments showed that students' understanding of Islamic concepts had improved, and they were able to apply their knowledge in practical ways. For example, students demonstrated a better understanding of topics such as the pillars of Islam and the importance of prayer. Their ability to relate these teachings to everyday life and reflect on their own practices also improved. The increased knowledge and application of Islamic principles reflects the effectiveness of the PBL model in promoting deeper learning.

In conclusion, the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 1505 Pasir Julu successfully improved student learning outcomes. By engaging students in real-world problems and encouraging collaboration, critical thinking, and active participation, the PBL approach helped students develop a deeper understanding of Islamic teachings. This study suggests that PBL is an effective teaching model that can improve the quality of education in Islamic studies by making learning more meaningful, interactive, and applicable to students' daily lives.

Discussion

The findings of this study highlight the effectiveness of the Problem-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SDN 1505 Pasir Julu. Prior to the implementation of PBL, students showed low engagement and difficulty in connecting Islamic teachings to their daily lives. However, by implementing

the PBL approach, students were actively engaged in their learning, leading to significant improvements in both their understanding of the material and their enthusiasm for the subject. The shift from a teacher-centered to a student-centered learning environment was a key factor in this positive change.

One of the most important aspects of the PBL model is its focus on real-world problems that are relevant to students' lives. By presenting students with challenges related to Islamic values, such as the concept of charity (Zakat), the model allows students to engage with the material in a more practical way. This approach not only helps students better understand the theoretical aspects of Islamic teachings but also allows them to see how these principles can be applied in their daily activities. As a result, students gain a more meaningful and contextual understanding of the subject matter, which significantly improves their learning outcomes.

Another strength of the PBL model is its emphasis on collaboration and teamwork. By working in groups, students are encouraged to share ideas, discuss different perspectives, and solve problems together. This collaborative process helps develop important social skills such as communication, cooperation, and conflict resolution, which are important not only in academic settings but also in real-life situations. In addition, group activities allow students to learn from each other, further enhancing their understanding of Islamic concepts and making the learning process more dynamic and engaging.

The teacher's role as a facilitator is critical to the success of this approach. Rather than delivering lessons in a traditional manner, the teacher guides students through the problem-solving process, providing support when necessary, and encouraging independent thinking. This change in the teacher's role allows students to take ownership of their learning and develop critical thinking skills. Teacher encouragement and feedback are essential in motivating students to stay engaged and overcome challenges, ultimately resulting in a more effective learning experience.

In addition to fostering critical thinking, the PBL model also supports the development of higher-order cognitive skills. As students are tasked with solving problems and applying their knowledge of Islamic principles, they are asked to analyze, evaluate, and synthesize information. This deeper level of cognitive engagement helps students better understand the material and retain information more effectively. Thus, the PBL model encourages students to go beyond simple memorization and develop skills that are essential for long-term learning and personal growth. Furthermore, increased participation and enthusiasm among students are clear indicators of the success of the PBL approach. In the early stages of the study, many students were passive participants, but by the end of the study, students were actively engaged in class discussions, asking questions, and sharing their ideas. This change in student behavior is a direct result of the more interactive and engaging learning environment created by the PBL model. Increased motivation and active participation not only improved student academic achievement but also contributed to a more positive classroom atmosphere.

The integration of authentic assessment, a key component of PBL, also plays a significant role in improving learning outcomes. By assessing students through their ability to solve real-world problems and apply their knowledge, rather than relying solely on traditional tests, teachers are able to evaluate students' deeper understanding of the material. This assessment method allows students to demonstrate their skills in a more practical and meaningful way, which reinforces their learning and provides a more accurate measure of their progress.

Finally, the positive results observed in this study suggest that the PBL model can be effectively implemented in Islamic Education classrooms to improve academic performance and personal development. The model's focus on collaboration, real-world problem solving, and student autonomy provides a rich learning experience that aligns with Islamic educational values, such as cooperation, responsibility, and critical reflection. Given the success of this approach in SD Negeri 1505 Pasir Julu, it is recommended that other schools consider adopting the PBL model to improve student learning outcomes in Islamic Education and other subjects.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the Problem Based Learning (PBL) model in Islamic Religious Education (PAI) learning on the material Welcoming Puberty can have a positive impact on improving student learning outcomes. The conclusions that can be drawn from this study are as follows; 1) The application of PBL increases student involvement. The PBL model can encourage students to be more actively involved in the learning process. In cycle I, student involvement was still low, but in cycle II students showed a significant increase in actively participating in group discussions and presentations.; 2) Improved Understanding of Material. After the application of the PBL model, students' understanding of the material Welcoming Puberty increased. Most students were able to understand the concept of puberty and religious obligations related to puberty, and were able to relate the material to everyday life; 3) Improved Critical Thinking Skills. The application of PBL also has a positive influence on students' critical thinking skills. Students are better able to analyze, ask questions, and solve problems related to the topic of puberty. They are not only able to answer questions, but also think more deeply about the consequences of changes in puberty; 4) Improved student learning outcomes. Based on the results of the pretest and posttest evaluations, there was a significant increase in student learning outcomes. The average student score increased between the pretest and posttest in cycles I and II, indicating that PBL was effective in improving students' understanding and mastery of the material; 5) Positive reflection from students. Students provided positive feedback on the implementation of the PBL model. They felt more interested and motivated to learn because the learning was interactive and problem-based.

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