



Problem Based Learning Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 101040 Aek Sigama

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ABSTRACT

This study aims to determine the effectiveness of the application of the Problem Based Learning (PBL) learning method in improving student learning outcomes in the material Knowing Allah SWT through Asmaul Husna at SD Negeri 101040 Aek Sigama. The research method used is classroom action research (CAR) with two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were collected through observation, learning outcome tests, and interviews with students and teachers. The results showed that the application of PBL can significantly improve students' understanding of Asmaul Husna. In addition, students become more active in learning, more enthusiastic in participating in discussions, and better able to apply the values of Asmaul Husna in everyday life. The increase in learning outcomes can be seen from the increase in the average value of students in each cycle, with most students achieving learning completion. Thus, the PBL method can be used as an innovative alternative in improving the quality of Islamic Religious Education (PAI) learning, especially in understanding Asmaul Husna. It is hoped that this study can be a reference for teachers in developing more effective and interactive learning strategies.

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Introduction

Problem Based Learning (PBL) is a student-centered learning method that provides real problems as a basis for understanding concepts. In the context of learning Asmaul Husna, this method provides an opportunity for students to explore the meaning and application of Asmaul Husna in everyday life. Recent studies have shown that the PBL

method can improve critical thinking skills, collaboration, and deeper understanding of concepts in Islamic religious learning (Setiawan & Hamdani, 2021).

This problem-based approach can also increase student motivation and engagement in learning. Through group discussions and collaborative problem solving, students can develop better communication and analytical skills (Rahmawati et al., 2022). Therefore, it is hoped that with the implementation of PBL, students will not only understand the meaning of Asmaul Husna theoretically, but will also be able to internalize it in their daily attitudes and behaviors.

The learning methods that are still widely used in Islamic Religious Education are lectures and memorization. This approach often results in a lack of active student involvement in learning, which results in low conceptual understanding and lack of application of Asmaul Husna values in everyday life (Hidayat & Sari, 2023). Therefore, a more innovative and interactive learning strategy is needed.

The use of PBL in religious education has been shown to overcome this problem by improving student learning outcomes and participation. According to recent research, students who learn with the PBL method show a more significant increase in understanding compared to traditional methods (Ananda & Yusuf, 2022). This proves that problem-based learning can be an effective solution.

In addition to improving conceptual understanding, PBL also helps students develop critical and reflective thinking skills. By being given problems that are relevant to their lives, students are encouraged to think more deeply and find solutions based on Islamic principles contained in Asmaul Husna (Putra & Kurniawan, 2023).

In its application, the teacher acts as a facilitator who guides students in exploring problems and finding solutions independently. Thus, learning becomes more meaningful and students have a deeper learning experience (Fauziah et al., 2021). Teachers can also integrate technology into problem-based learning to increase the effectiveness of this method. With the various benefits offered, this study proposes the application of the PBL method as an innovative solution to increase the effectiveness of Asmaul Husna learning at SD Negeri 101040 Aek Sigama. This study is expected to contribute to the development of more effective learning strategies that are oriented towards problem solving, so that students can understand and practice the values of Asmaul Husna better.

Methods

This study uses a classroom action research (CAR) method with a qualitative and quantitative approach. This study was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. This approach was chosen to identify and fix problems found during the learning process, so that student learning outcomes can improve significantly.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from students of SD Negeri 101040 Aek Sigama through observation, learning outcome tests, and interviews with students and teachers. Secondary data were obtained from various literature, research journals, and documents relevant to the application of the PBL method in Islamic Religious Education learning.

The data obtained were analyzed descriptively qualitatively and quantitatively. Qualitative analysis was carried out by describing the results of observations and interviews to understand students' responses to the PBL method. Meanwhile, quantitative analysis was carried out by comparing the test results before and after the application of the PBL method to see the improvement in student learning outcomes. The data were analyzed using a percentage technique to determine the level of student success in understanding and applying the concept of Asmaul Husna in everyday life.

Result

The research data shows that the implementation of the PBL method is able to increase student involvement in learning. In the first cycle, the average student score increased by 15% compared to before the implementation of PBL.

In addition to the increase in scores, observations showed that students began to be more active in asking questions and participating in group discussions. In the second cycle, there was a further increase of 20%, with most students achieving learning completion. Discussions conducted in small groups also showed an increase in students' communication skills. They were more confident in expressing their opinions and working together to solve problems given by the teacher.

Student activity during learning was also observed through other indicators such as the frequency of asking questions, the courage to express opinions, and involvement in solving the problems given. The results of observations showed that the implementation of PBL was able to significantly increase students' learning motivation.

In addition, interviews with teachers revealed that the PBL method had a positive impact on the way students understood the concept of Asmaul Husna. Students not only understood the theory, but were also able to relate the meaning of Asmaul Husna to everyday life. This proves that the PBL method not only improves cognitive understanding but also affective and psychomotor skills of students.

Through reflection from the first and second cycles, it was found that learning with PBL requires an active role of teachers in guiding students. Teachers must provide clear directions so that students can focus on solving the problems given. With proper guidance, students are able to develop critical and creative thinking skills.

From the results of data analysis, it is known that the level of student participation in learning increases along with the implementation of the PBL method. Teachers also noted that the classroom atmosphere became more interactive compared to conventional learning methods.

Thus, it can be concluded that the PBL method not only improves student learning outcomes but also forms a more analytical and reflective mindset. The implication of this study is the need for integration of the PBL method in Islamic Religious Education learning in order to improve the quality of students' understanding of religious concepts in more depth. In addition to improving grades, student activity is also observed through several indicators such as the number of questions asked, participation in group discussions, and courage in expressing opinions.

To ensure the validity of the data, triangulation was conducted through observation, interviews, and analysis of test results. The results of interviews with teachers showed that the PBL method made students more enthusiastic and involved in learning. In addition, student test results were analyzed using simple statistical tests to see significant differences before and after the implementation of PBL. The results of the analysis showed that there was a significant increase in learning outcomes, so it can be concluded that the implementation of the PBL method is effective in improving students' understanding of Asmaul Husna.

In addition, observation data showed that the implementation of PBL had a positive impact on students' social skills. Students find it easier to work together in groups, have higher self-confidence, and are able to relate the concept of Asmaul Husna to everyday life.

The increase in student involvement is also reflected in the pattern of interaction during learning. Students are more active in asking and answering questions, and are more courageous in expressing their opinions. This shows that the PBL method has succeeded in creating a more dynamic and participatory learning environment.

With the results of this study, it can be concluded that the implementation of the PBL method in Asmaul Husna learning not only improves academic learning outcomes, but also forms students' characters to be more critical, independent, and collaborative. Therefore, this method is recommended as an innovative learning strategy in Islamic Religious Education.

Discussion

Data validation was carried out using a triangulation method involving various sources of information, such as observation results, interviews with teachers, and student test results. The observation results showed that the PBL method can increase student activity during learning. Students seemed more enthusiastic in participating in learning activities, especially in group discussions and problem solving. Interviews with teachers also confirmed that this method helps students understand the concept of Asmaul Husna better. Teachers stated that students find it easier to remember and understand the meaning of each Asmaul Husna because it is associated with case studies that are relevant to everyday life.

In addition, test data showed a significant increase in scores from the first cycle to the second cycle. In the first cycle, some students still had difficulty connecting the concept

of Asmaul Husna with its application, but after being given a problem-based approach, their understanding improved. In the second cycle, most students achieved learning completion with better scores than before. This shows that the PBL method not only improves academic understanding but also helps students develop critical and analytical thinking skills.

The validation results showed that the data obtained was consistent between various sources. The observation results showing an increase in student participation are in line with the teacher's statement in the interview, which stated that students were more active and found it easier to understand the material through problem-based discussions. In addition, the test results also showed a significant increase in students' understanding of Asmaul Husna. Thus, it can be concluded that the PBL method has high effectiveness in improving student learning outcomes, both in terms of cognitive, affective, and psychomotor. With the results of this study, it can be concluded that the application of the PBL method in learning Asmaul Husna not only improves academic learning outcomes, but also forms students' characters to be more critical, independent, and collaborative. Therefore, this method is recommended as an innovative learning strategy in Islamic Religious Education.

Conclusion

The findings of this study indicate that the application of the PBL method in learning Asmaul Husna is able to significantly improve student learning outcomes. Students not only understand the meaning of Asmaul Husna theoretically, but are also able to apply it in everyday life. The improvement in learning outcomes can be seen from the increase in students' average scores, which shows a gradual increase from the first cycle to the second cycle. In addition, students become more active in the learning process, which can be seen from their involvement in discussions and problem solving given by the teacher.

The academic impact of this study includes improving students' critical thinking, communication, and cooperation skills in solving problems. PBL encourages students to think independently and formulate solutions to the problems given. This contributes to strengthening students' analytical skills and creativity in understanding the concept of Asmaul Husna. In addition, this study also has a significant social contribution. Students who experience problem-based learning show a more reflective, independent character, and have a deeper understanding of Islamic values in everyday life.

Furthermore, this study confirms that the PBL method not only improves academic results but also has a positive impact on the formation of student character. With this approach, students are more motivated to learn, have sharper thinking skills, and are able to apply religious values in real life. PBL also provides opportunities for students to build better social skills, such as teamwork, listening skills, and good argumentation.

As an implication of this study, teachers are advised to continue to develop learning methods that encourage active student involvement and hone their critical thinking skills. In addition, schools can provide training for teachers to better understand the

implementation of the PBL method in Islamic Religious Education learning so that the results achieved are more optimal.

In addition, further research can be conducted to examine the effectiveness of the PBL method on other aspects of Islamic Religious Education and apply it to broader levels of education. It is hoped that this method can be applied more widely in religious value-based learning so that it has a greater positive impact on students, both in academic aspects and in the formation of their Islamic character.

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