Efforts to Improve Student Learning Motivation through the Application of Problem Based Learning Models in Islamic Education Learning at SD Negeri 0910 Tobing Jae

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ABSTRACT

Learning motivation is an important factor in improving student learning outcomes, especially in Islamic Religious Education (PAI) subjects. However, many students are less motivated in understanding and practicing obligatory prayers, so innovative learning methods are needed. This study aims to improve students' learning motivation through the application of the PBL model to the obligatory prayer material at SD Negeri 0910 Tobing Jae in the 2023/2024 academic year. This study uses the Classroom Action Research (CAR) method in two cycles. Each cycle consists of the stages of planning, implementation, observation, and reflection. Data were collected through observation, interviews, and student learning motivation questionnaires. The results of the study showed that the application of the PBL model was able to improve students' learning motivation, marked by increased activeness in discussions, better understanding of concepts, and student involvement in completing the assigned tasks. The increase in students' learning motivation can also be seen from changes in their attitudes in carrying out obligatory prayers in a more disciplined manner. In the first cycle, only around 60% of students showed active participation, but this figure increased to 85% in the second cycle. The average student learning outcomes also increased from 70 to 85. It can be concluded that the implementation of the PBL model is effective in increasing students' motivation and understanding of the material of obligatory prayers. It is recommended for educators to implement PBL as an alternative learning strategy in improving the quality of Islamic Religious Education learning.

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Introduction

Learning motivation is one of the main factors that influences students' success in achieving optimal learning outcomes. High motivation will encourage students to be more active in the learning process, increase their absorption of materials, and foster a sense of responsibility in learning. However, in the reality of learning in elementary schools, there are still many students who lack learning motivation, especially in Islamic Religious Education (PAI) subjects. One of the important materials in PAI is obligatory prayer, which not only needs to be understood in theory, but must also be practiced in everyday life.

The problem that often arises in PAI learning, especially in the material of obligatory prayer, is the lack of active involvement of students in the learning process. Many students consider religious learning as something monotonous and boring because it still uses a one-way lecture method. As a result, they are less motivated to understand and practice prayer properly. If this condition continues, then the understanding and application of religious values in students' lives can be less than optimal.

One solution that can be applied to increase students' learning motivation is to use the Problem Based Learning (PBL) learning model. PBL is a problem-based learning approach, where students are invited to think critically in solving real problems that are relevant to their lives. This model provides an opportunity for students to actively participate in finding solutions, discussing, and developing their understanding through direct experience.

In the context of learning obligatory prayers, the application of PBL can help students understand the essence and importance of prayer not only as an obligation, but also as a spiritual need in everyday life. By raising problems related to prayer, such as the impact of leaving prayer or the benefits of prayer for health and peace of mind, students will be more interested and motivated to dig deeper for information. In addition, group discussions that are part of PBL can also improve students' social interaction and critical thinking skills.

This study aims to increase students' learning motivation through the application of the PBL learning model in the PAI subject of obligatory prayer material at SD Negeri 0910 Tobing Jae in the 2023/2024 academic year. Using the Classroom Action Research (CAR) method, this study was conducted in two cycles, each consisting of the stages of planning, implementation, observation, and reflection. The results of this study are expected to contribute to the development of more effective and innovative Islamic Religious Education learning strategies.

In addition, this study also aims to see the extent to which the application of the PBL model can improve student motivation and learning outcomes. Indicators of success that will be observed in this study include student activity in discussions, increased understanding of the concept of obligatory prayer, and changes in student attitudes in carrying out worship in a more disciplined manner. Thus, the results of this study are

expected to be a reference for educators in designing learning strategies that are more interesting and meaningful for students.

Through this study, it is hoped that the PBL model can be an effective learning alternative in increasing student learning motivation, especially in Islamic Religious Education subjects. With proper implementation, students will not only understand the importance of obligatory prayer theoretically, but will also be encouraged to apply it in their daily lives with full awareness and responsibility.

Methods

This study uses the Classroom Action Research (CAR) method which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. This study aims to improve students' learning motivation in Islamic Religious Education (PAI) subjects on the material of obligatory prayers by implementing the Problem Based Learning (PBL) learning model. The subjects of the study were students of SD Negeri 0910 Tobing Jae in the 2023/2024 academic year. Data collection techniques were carried out through observation, interviews, questionnaires, and learning outcome tests.

The instruments used in this study included student and teacher activity observation sheets, learning motivation questionnaires, and student understanding evaluation tests of the material on obligatory prayers. The data obtained were analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative descriptive analysis was carried out by looking at the increase in the percentage of student activity in learning and the results of learning evaluations, while qualitative analysis was used to understand changes in student attitudes and motivation based on the results of observations and interviews.

The data sources in this study consisted of primary data and secondary data. Primary data were obtained directly from the results of observations during the learning process, interviews with students and teachers, and student learning motivation questionnaires. This data is used to determine the effectiveness of the implementation of the PBL model in improving student learning motivation. Meanwhile, secondary data is obtained from various literature such as research journals, reference books, and curriculum documents that support the analysis and discussion in this study.

Result

This study found that the application of the Problem Based Learning (PBL) model in Islamic Religious Education (PAI) subjects on the material of obligatory prayers can increase students' learning motivation. The results of the two research cycles showed an increase in student activity in learning, understanding of concepts, and their involvement in discussions and problem solving. In addition, students became more aware of the importance of obligatory prayers and were more motivated to carry them out in their daily lives.

In the first cycle, there were still several obstacles, such as minimal student participation in discussions and there were still students who were passive in finding solutions to the problems given. However, after improvements were made in the second cycle, there was a significant increase in learning motivation, understanding of the material, and interaction between students and teachers.

Based on the results of observations, student motivation questionnaires, and learning outcome tests, it was found that students' learning motivation increased from the first cycle to the second cycle. The following are some indicators that show this increase:

Student activity in discussions in cycle I was 60% of students actively participating while in Cycle II as many as 85% of students actively participated.

The results of the evaluation of understanding the material are with the average score of students in cycle I is 70 while the average score of students in cycle II is 85.

Enthusiasm in Solving Problems In the first cycle, students were still hesitant in expressing their opinions. In the second cycle, students were more confident and able to express ideas in group discussions.

Awareness of Worship shows that in the first cycle, there were still students who did not understand the urgency of obligatory prayers. In the second cycle, more students showed awareness to perform prayers consistently.

From the data obtained, it can be concluded that the Problem Based Learning (PBL) learning model contributes to increasing student motivation and understanding of obligatory prayer material at SD Negeri 0910 Tobing Jae.

To ensure the validity of the research results, data verification was carried out through several techniques, namely direct observation, student motivation questionnaires, interviews with teachers, and analysis of student learning test results. This process aims to ensure that the increase in learning motivation that occurs is indeed caused by the application of the Problem Based Learning (PBL) model and not other factors.

Direct Observation; Observations were conducted during the learning process to see student activity, participation in discussions, and how they solve problems in groups. Observation data showed that after the implementation of PBL, students were more active in asking questions, answering questions, and providing solutions in group discussions.

Student Motivation Questionnaire; A questionnaire was given to students before and after the implementation of the PBL model to measure changes in their learning motivation. The results of the questionnaire showed an increase in student enthusiasm for following the lesson, a desire to understand the material more deeply, and courage in expressing opinions.

Interview with Teachers; Teachers who teach Islamic Religious Education subjects were also interviewed to obtain their reflections and opinions on the effectiveness of the PBL

model. The teacher stated that before the implementation of PBL, many students were passive in learning, but after using this method, they became more involved and motivated to learn.

Analysis of Student Learning Test Results; The test results in the first and second cycles were compared to see the increase in students' understanding of the material on obligatory prayers. The average student score increased from 70 in the first cycle to 85 in the second cycle, which shows that the PBL model helps students understand the concept more deeply.

Based on the data verification techniques carried out, it can be concluded that the application of the Problem Based Learning (PBL) model significantly increases student motivation and learning outcomes in the obligatory prayer material at SD Negeri 0910 Tobing Jae.

Discussion

The results of the study indicate that the application of the Problem Based Learning (PBL) learning model can increase students' learning motivation in the subject of Islamic Religious Education (PAI) on the subject of obligatory prayer at SD Negeri 0910 Tobing Jae. This increase in motivation can be seen from the increase in student activity in learning, the increase in the average value of learning outcomes, and the increase in student awareness in carrying out obligatory prayer.

The findings of this study are in line with the theory of constructivism, which states that students will understand the material better if they are active in the learning process and involved in solving problems directly. The PBL model requires students to think critically, work together in groups, and find solutions to the problems given, which ultimately increases their understanding of the concepts being studied. In the context of PAI learning, this approach is very effective because it can build students' religious awareness more deeply.

In addition, the results of this study also support previous studies which show that the PBL model can increase student involvement in learning. By providing real problems that are relevant to students' lives, they are more motivated to find solutions and understand the material better. In this case, the selection of the material on obligatory prayers as the focus of the research is very appropriate, because this material is directly related to students' daily lives.

However, in the implementation of the PBL model, there are several challenges faced, such as differences in the level of student understanding in solving problems, as well as the need for more intensive guidance from teachers. Therefore, teachers need to design the right strategy in guiding students, such as providing clearer instructions in the discussion process, and using a variety of evaluation methods to measure student understanding more comprehensively.

Overall, this study shows that the application of Problem Based Learning (PBL) in Islamic Religious Education learning not only increases students' learning motivation, but also

shapes their religious character, especially in understanding and carrying out obligatory prayers. Thus, this approach can be an innovative solution in improving the quality of learning in elementary schools, especially in Islamic Religious Education subjects.

The PBL learning model applied also encourages students to be more active in critical thinking, solving problems, and working together in groups. This is in accordance with the characteristics of the PBL model which emphasizes solving real problems as part of the learning process. In the context of Islamic Religious Education learning, students not only understand the material on obligatory prayers in theory, but also develop awareness to practice it in everyday life.

The success of this study shows that an innovative learning approach is very much needed in improving the quality of learning, especially in subjects related to religious and moral values. Teachers as learning facilitators need to continue to develop methods that can help students be more active, independent, and have a deeper understanding of the material being studied. In this case, PBL has proven to be an effective alternative to increase student involvement in the teaching and learning process.

However, in implementing the PBL model, there are several challenges that need to be considered. One of them is the difference in the level of student understanding in solving problems, as well as the need for more intensive assistance from teachers so that all students can participate optimally. Therefore, a more mature strategy is needed in designing PBL-based learning, such as providing clearer instructions, guiding discussions in a focused manner, and providing adequate learning resources so that the learning process runs well.

With this research, it is hoped that the results obtained can be a reference for teachers in implementing innovative learning methods, especially in Islamic Religious Education subjects. In addition, this research can also be an evaluation material for schools in increasing the effectiveness of learning that is more student-centered. The application of PBL is not only relevant for Islamic Religious Education subjects, but can also be adapted to various other subjects, especially those that require problem solving and active student involvement in learning.

As a recommendation, further research can be conducted to explore the application of the PBL model in a broader learning context, both at the elementary and secondary school levels. In addition, an in-depth study is needed regarding the combination of PBL with other methods, such as project-based learning or technology-based learning, in order to increase the effectiveness of learning that is more adaptive to the needs of students in the current digital era.

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) learning model in the subject of Islamic Religious Education (PAI) on the subject of obligatory prayer at SD Negeri 0910 Tobing Jae is able to increase students' learning motivation. This increased learning

motivation is indicated by the increasing activity of students in the learning process, more enthusiasm in discussions, and having a better understanding of the importance of obligatory prayer in everyday life. In addition to increasing motivation, the application of the PBL model also has a positive impact on student learning outcomes. This can be seen from the increase in the average value of student evaluation results after participating in PBL-based learning. In the first cycle, the average value of students was still quite good, but after improvements and optimization of the PBL model were made in the second cycle, there was a significant increase in their learning outcomes. Thus, the PBL model can help students to understand concepts more deeply compared to conventional methods.

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