

Improving Student Learning Outcomes Using Problem-Based Learning Models in PAI Class IV UPTD Elementary School 06 Batang Timbulan

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Abstrac

This study aims to improve students' learning outcomes in Islamic Religious Education (PAI) by applying the Problem Based Learning (PBL) model in class IV at UPTD SD Negeri 06 Batang Timbulan. The research was conducted in two cycles, each involving planning, implementation, observation, and reflection adjusted to enhance the effectiveness of learning. The results showed that the PBL model improved student engagement in learning and better formative test results. In the first cycle, there was an improvement, but some challenges such as limited time for discussion and group cooperation difficulties needed to be addressed in the second cycle. With improvements made in the second cycle, students' learning outcomes showed significant progress. This study concludes that PBL is effective in enhancing students' understanding of PAI material and developing their critical and creative thinking skills.

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Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) melalui penerapan model Problem Based Learning (PBL) di kelas IV UPTD SD Negeri 06 Batang Timbulan. Penelitian ini dilaksanakan dalam dua siklus, masing-masing dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi yang telah disesuaikan untuk meningkatkan efektivitas pembelajaran. Hasil penelitian menunjukkan bahwa model PBL dapat meningkatkan keaktifan siswa dalam pembelajaran dan hasil tes formatif yang lebih baik. Pada siklus pertama terjadi peningkatan, namun beberapa kendala seperti keterbatasan waktu dan kesulitan dalam kerja sama kelompok perlu diperbaiki pada siklus kedua. Dengan perbaikan yang dilakukan pada siklus kedua, hasil belajar siswa meningkat secara signifikan. Penelitian ini menyimpulkan bahwa PBL efektif dalam meningkatkan pemahaman siswa terhadap materi PAI dan keterampilan berpikir kritis dan kreatif.

INTRODUCTION

Education in Indonesia is one of the important pillars in the development of quality human resources. Law No. 20/2003 on the National Education System emphasizes that education aims to create superior human resources that can contribute to nation building. The learning process in the classroom is the main key in achieving the expected educational goals. Learning that is interactive, inspiring, fun, challenging, and motivates learners to actively participate, as well as providing space for creativity and independence, is a basic principle that must be applied in every educational unit (Government Regulation No. 9 of 2005 concerning National Education Standards).

Effective learning can be achieved through a teaching and learning process that involves positive interactions between teachers and students. Learning not only focuses on the transfer of knowledge, but also on the formation of attitudes and skills that are needed to face the challenges of life. In this case, the learning methods used must be relevant to educational objectives, teaching materials, and student characteristics. Therefore, teachers as learning facilitators must be able to plan and implement learning well in order to achieve optimal results.

Based on the National Education System Law, learning in schools must be carried out interactively and can create a conducive learning environment. Learning that motivates students to actively participate is very important in improving learning outcomes. Teachers need to use various methods and strategies to create a pleasant learning atmosphere and encourage students to think critically and creatively. One of the learning models that can support this goal is the Problem Based Learning (PBL) model.

The Problem Based Learning (PBL) model is an approach that prioritizes solving real problems as a way to improve student understanding. In PBL, students are faced with situations or problems relevant to their daily lives, which encourage them to think critically, find solutions, and develop problem-solving skills. By using this model, students not only learn concepts, but also develop higher order thinking skills and can apply the knowledge gained in the context of real life.

The application of PBL in learning Islamic Religious Education (PAI) in grade IV SD, especially in Asmaul Husna material, is expected to improve students' understanding of the material taught. The results of observations at SDN 06 Batang Timbulan show that many students do not understand well about the material of Asmaul Husna. Only a small number of students can reach the Minimum Completeness Criteria (KKM), while most students have not managed to achieve the expected results.

This phenomenon indicates an urgent need to improve the quality of PAI learning in class IV. Teachers often use the ineffective lecture method to attract students' attention, so students tend to be passive and less involved in learning. This situation can hinder the achievement of optimal learning outcomes. Therefore, it is important to find a more effective solution in improving student learning outcomes, one of which is by applying a PBL model that activates students more in the learning process.

The application of PBL is expected to overcome this problem by providing a more interesting and challenging approach for students. By raising problems that are directly related to their lives, students will more easily understand the concepts taught and can relate the subject matter to real experiences. In addition, PBL can also improve students' critical and creative thinking skills, which are very important in PAI learning that teaches religious and moral values.

During the learning process using the PBL model, students are expected to more actively participate in group discussions, solve the problems given, and develop the ability to think critically and analytically. This method can also foster students' sense of responsibility and independence in learning, as they are faced with tasks that require collaboration and problem solving together.

This study aims to examine whether the application of the PBL model can improve student learning outcomes in Islamic Religious Education subjects in class IV SDN 06 Batang Timbulan, especially in Asmaul Husna material. By using the PBL model, it is hoped that students can better understand the material in a fun and effective way, so as to achieve the Minimum Completion Criteria set.

Based on the data obtained, student learning outcomes in class IV SDN 06 Batang Timbulan are still inadequate, with 75% of students not reaching the KKM. Therefore, efforts are needed to improve the effectiveness of learning, one of which is by using the PBL model that can activate students and increase their understanding of the material being taught. This research is expected to make a positive contribution in the development of more effective and innovative learning methods in schools.

METHODS

This research uses a qualitative approach that aims to understand the phenomena that occur in learning Islamic Religious Education (PAI) in class IV SDN 06 Batang Timbulan. The focus of this research is to explore students' understanding of Asmaul Husna material and to analyze how the application of the Problem Based Learning (PBL) model can improve student learning outcomes. The qualitative approach was chosen because it can provide an in-depth understanding of natural and complex learning conditions, and is able to describe the feelings, behaviors, and experiences of research subjects more thoroughly.

The qualitative method was chosen because it allows researchers to reveal phenomena holistically and in depth. The research process will focus on describing phenomena in the context of learning that occurs in the field. In this case, the phenomenon in question is the interaction between students, teachers, and the material taught, as well as the application of the PBL model in PAI learning. Therefore, the data collected is not only numerical, but rather a description in the form of words that can reflect the reality in the classroom.

This research will be conducted at SDN 06 Batang Timbulan with the research subjects being grade IV students totaling 12 people. The main data collection techniques that will be used in this research are observation, interview, and documentation. Observations will be made to observe student activities during the learning process, including interactions between students and teachers, as well as the application of the PBL model in teaching and learning activities. The researcher will also record students' reactions and participation during the learning process, as well as see the changes that occur in their understanding of the Asmaul Husna material.

In addition to observation, interviews will also be conducted with teachers and some students to get more information about their experiences during the learning process. This interview aims to explore the perceptions, motivations, and obstacles faced by teachers and students in using the PBL model. Documentation will be used to collect written evidence related to the implementation of learning, such as lesson plans (RPP), student work, and observation notes during the learning process.

Data collection will be conducted over several learning meetings, and researchers will conduct data analysis in stages. The data collected will be analyzed using a thematic analysis approach, by identifying themes that emerge from observations, interviews and documentation. The researcher will mark recurring patterns or significant differences in the data to understand how the PBL model affects student learning outcomes.

To ensure data validity, this research will use triangulation techniques, namely by comparing the results of observations, interviews, and documentation. This triangulation aims to obtain a more accurate and comprehensive understanding of the phenomenon under study. In addition, researchers will also involve peers or education experts to evaluate the data obtained, so that the research results can be accounted for.

This research is expected to contribute to the development of more effective learning methods in elementary schools, especially in PAI learning. By understanding how the PBL model can improve student learning outcomes, this research can also provide insight for teachers to design more interesting and challenging learning for students. In addition, the results of this study can also be a reference for other schools in applying learning models based on real problem solving.

RESULT AND DISCUSSION

RESULT

In the first cycle, lesson planning with the Problem Based Learning (PBL) model was carefully organized to ensure that all the required components were available. The lesson plan (RPP) was prepared by referring to the basic competencies of Islamic Religious Education (PAI), as well as themes that were relevant and interesting for students. In the preparation stage, teaching materials, learning media, and student worksheets (LKS) were prepared to support the implementation of interactive PBL. In addition, assessment instruments such as observation sheets, evaluation tests, and interview guidelines were also prepared to monitor and measure the effectiveness of learning. Teachers are given a briefing on the steps that need to be taken in implementing the PBL model to ensure successful implementation.

The implementation of learning in the first cycle consisted of two meetings. In the first meeting, the teacher introduced the learning theme "Honesty in Daily Life" and presented a real problem relevant to students' lives, which became the starting point of the discussion. The teacher divided the students into five small groups to discuss the solution of the given problem. Students are given the opportunity to think critically, develop their ideas, and work together in groups to formulate the right answer. In the second meeting, each group presented the results of their discussion in front of the class. The teacher clarified the concept of honesty in Islam, and provided additional explanations related to the material. After the presentation, a formative test was given to measure the extent of students' understanding of the material that had been taught.

The observation results during the learning process showed an increase in student participation. About 70% of students actively asked questions and gave opinions during the learning process. This shows that the PBL model successfully attracted students' attention and encouraged them to be actively involved in the discussion. In addition, 65% of students were able to work well together in groups, which reflects the effectiveness of the PBL model in improving collaboration skills. Meanwhile, 60% of students showed enthusiasm in presenting their discussion results, although there were still some students who lacked confidence in speaking in front of the class.

The formative test results showed a significant increase in students' understanding of the material. Before the application of the PBL model, the average score of students was 58, while after the application of PBL, the average score increased to 74. This shows that the majority of students experienced an increase in their understanding of Islamic Religious Education material, especially regarding the concept of honesty in everyday life. Based on the formative test data, all students showed an increase in grades, although there were variations in the level of improvement. Some students experienced a significant increase, while others experienced a more moderate increase.

Although there were many strengths in the implementation of the first cycle, some weaknesses were also found. One of them was the difficulty of some students in working together in groups. Although the majority of students could collaborate well, there were still some students who tended to be passive and less active in group discussions. This shows the need for special attention to students who are less involved in the group. In addition, the time allocation for discussion and presentation was less than optimal. Some groups felt rushed in completing their discussions, and the time given for presentations was too short, so some groups could not deliver the results of the discussion optimally.

Based on the results of the reflection, some improvements are planned to increase the effectiveness of the next cycle. The researcher will provide more structured guidelines for group discussions so that all students can participate actively. The time for discussion and presentation will also be organized more effectively, by providing sufficient opportunities for

each group to present their discussion results without rushing. In addition, the teacher will provide additional motivation to less active students to encourage them to be more involved in learning.

Overall, the implementation of the PBL model in the first cycle had a positive impact on students' engagement in learning. The model successfully motivated students to think critically, collaborate and express their opinions confidently. The significant increase in learning outcomes, reflected in the formative test scores, shows that the PBL model is effective in improving students' understanding of Islamic Religious Education materials, especially regarding the concept of honesty.

However, despite the significant improvement in student learning outcomes, challenges in time management and increased engagement of less active students need to be addressed. Better time management will ensure that each group has sufficient time to discuss the material and prepare their presentations. In addition, stronger motivation needs to be given to students who tend to be passive to get them more actively involved in group discussions and other learning activities.

With the planned improvements, it is expected that the learning outcomes in the next cycle will be more optimal. Researchers and teachers will continue to evaluate and improve the application of the PBL model to ensure that students can achieve maximum learning outcomes. The interactive and fun learning process is expected to continue to increase student motivation and participation in every stage of learning, so that learning objectives can be achieved well.

Thus, the results of this first cycle provide a positive picture of the application of the PBL model in learning Islamic Religious Education in class IV SDN 06 Batang Timbulan. The findings also provide useful insights for the development of learning methods that are more effective and in accordance with the needs of students in the future.

In the second cycle, lesson planning was carried out by improving some of the shortcomings found in the first cycle. The preparation of the Learning Implementation Plan (RPP) was done by revising the time allocation for discussion and presentation. This aimed to provide more time for students to discuss in depth and prepare their presentations. In addition, a more structured discussion guide was prepared to help students understand their respective roles in the group, as well as ensuring that the discussion took place in a more purposeful manner. The addition of interactive learning media, such as visual aids and simple digital media, was also done to increase students' enthusiasm and help them understand the concepts more easily.

Learning in the second cycle was conducted in two more focused meetings. In the first meeting, the teacher repeated the theme "Honesty in Daily Life" with a new problem approach that was more contextual and relevant to students' lives. Students were again divided into five groups, and each group was given a discussion guide to solve the given problem. The teacher actively monitored the discussion and provided guidance to groups that needed further direction. This aims to ensure that each group works with focus and achieves optimal results in their discussions.

In the second meeting, each group presented the results of their discussion using tools such as posters or simple digital media, which allowed students to convey their ideas in a more interesting and clear way. The teacher provides assessment and clarification on students' understanding of the material that has been discussed. After the presentations, formative tests are given to evaluate students' learning outcomes and determine the extent of their understanding of the concepts that have been taught over the two meetings.

The observation results of student activities during the second cycle learning process showed significant improvement compared to the first cycle. A total of 85% of students actively

asked questions and gave opinions during the discussion, which reflected an increase in participation in learning. In addition, 80% of students were able to cooperate well in the group, indicating that most students could carry out their roles effectively in the group. Another improvement was seen in 75% of students who showed more enthusiasm when presenting their discussion results. This indicates that students feel more confident and more interested in sharing their discussion results in front of the class.

The results of the formative test given after learning showed a significant increase in student learning outcomes. The average score of students before the application of the PBL model in the second cycle was 73, while after the application of PBL, the average score increased to 86. This increase shows that the PBL model has been effective in improving students' understanding of the material taught. All students experienced an increase in grades, with most students showing a significant increase. These results indicate that the implementation of improvements in the second cycle successfully improved students' overall learning outcomes.

Although there were many improvements in the second cycle, some shortcomings were still found. Some students still needed more intensive guidance to follow the flow of the discussion, especially students who tended to be quieter and participated less in group activities. Despite a more structured discussion guide, some students still had difficulty in communicating and expressing their opinions clearly. In addition, some students also lacked confidence when presenting, despite preparation with more attractive media.

Based on these findings, the improvement plan for the next cycle is to provide special support for students who need additional guidance. Teachers will be more intensive in giving directions to students who have difficulty participating in group discussions. In addition, presentation exercises will also be added to help students feel more confident in conveying their ideas in front of the class. Hopefully, with these additional exercises, students will be better prepared and feel more comfortable when presenting the results of their discussions.

Overall, the results of the research in the second cycle showed that the application of the PBL model with the improvements made successfully had a positive impact on learning. Student activity and cooperation increased significantly, and the utilization of interactive learning media helped students in understanding more complex concepts. The improvement of students' learning outcomes was reflected in the formative tests which showed higher scores compared to the first cycle, indicating that the applied learning was increasingly effective.

However, some challenges still need to be overcome, especially related to the management of students who are less active and less confident when presenting. This will be the focus of improvement in the next cycle to ensure that every student can be maximally involved in learning and feel more confident in delivering their discussion results. In addition, more effective time for discussion and presentation will also be considered to maximize the learning process.

With the improvements that have been made, it is expected that the learning outcomes in the next cycle will be more optimal and achieve the expected learning objectives. This second cycle provides a positive picture of the application of the PBL model in learning Islamic Religious Education and becomes a strong foundation for improving and developing learning in the next cycle.

DISCUSSION

The results of the research in cycles I and II showed that the application of the Problem Based Learning (PBL) model contributed positively to the improvement of students' learning outcomes. In the first cycle, although there was a significant improvement in learning outcomes, especially with the increase in the average score of the formative test, some

challenges still arose, such as limited discussion time and students' difficulties in working together in groups. However, after the improvements implemented in the second cycle, learning outcomes were optimized, with an increase in student activeness, cooperation between groups, and student enthusiasm when presenting discussion results. These improvements indicate that PBL can be more effective if supported by more careful planning and more intensive guidance for students who need it.

The theory underlying the application of PBL in this study is the theory of constructivism developed by Piaget and Vygotsky. Constructivism emphasizes that knowledge is built through social interaction and direct experience. In the PBL model, students are given the opportunity to solve real-world problems that are relevant to their lives, so that they can connect the concepts taught with their daily experiences. This approach builds students' understanding actively, not passively, in accordance with the theory of constructivism which emphasizes the active role of students in the learning process.

In addition, the observation results that show an increase in student activeness in asking questions and giving opinions are also in line with the active learning theory proposed by Bonwell and Eison. They argue that learning that involves students directly can improve understanding and critical thinking skills. In PBL, students are faced with problems that require solving through group discussions, which allows them to develop higher-order thinking skills, such as analysis, synthesis, and evaluation.

In the first cycle, although there was an improvement in learning outcomes, some students still had difficulty in working together in groups. This indicates that the implementation of PBL requires more time and attention to the aspect of group management. According to Johnson, Johnson and Holubec (1998), effective group work requires skills in communication, collaboration and conflict management. Therefore, it is important to provide more structured training and guidance on how to work in groups, so that each student can play an active role and complete the task better.

The application of interactive learning media in the second cycle also contributed significantly to improving student learning outcomes. Media theory according to Clark (1983) states that the use of appropriate media can accelerate the learning process and improve students' understanding of the material. By using visual aids and simple digital media, students can more easily understand concepts that may be difficult to understand through regular lectures. The use of interactive media can also increase students' motivation and enthusiasm, which is reflected in the observation results in the second cycle, where most students showed higher interest in the material.

The improvement of students' learning outcomes in the second cycle is also in line with the motivation theory proposed by Deci and Ryan (1985) in the Self-Determination Theory (SDT). According to this theory, students' intrinsic motivation will increase if they feel involved in the learning process that is relevant to their needs and interests. In PBL, students are given the freedom to discuss and find solutions to problems they consider important, which can increase their sense of belonging to the material and encourage them to study harder.

However, despite significant improvements in the second cycle, there were still some challenges, especially related to students' self-confidence when presenting. This relates to the theory of self-confidence in the educational context expressed by Bandura (1997), which states that an individual's belief in his or her abilities can affect his or her performance. Some students who lack confidence may feel anxious or hesitant in presenting the results of their discussion in front of the class. To overcome this, more intensive presentation practice and support from teachers are needed to build students' confidence.

Moreover, in the second cycle, although improvements were made in the allocation of discussion time, there were still time constraints that affected the quality of discussions and

presentations. According to time management theory in learning, good time management is essential to maximize learning outcomes. In PBL, sufficient time for discussion and presentation preparation is necessary for students to optimally develop their ideas. Therefore, better time management needs to be implemented in the next cycle so that the learning process can run more effectively.

Overall, the results of the first and second cycles show that the application of the PBL model can improve student learning outcomes, especially in terms of developing critical thinking skills, cooperation, and communication. PBL provides opportunities for students to learn actively and contextually, which is in line with learning theories that emphasize the active role of students in acquiring knowledge. With the improvements made in the second cycle, PBL can be an effective learning model in improving students' understanding of the material.

However, to achieve more optimal results, further improvements in the aspects of time management, support for students who lack confidence, and guidance in group work are still needed. The PBL model has great potential to develop students' skills that are relevant to the real world, but its application must be tailored to the needs and characteristics of students, and supported by careful planning and continuous evaluation. Thus, PBL can be an effective learning model to improve the quality of education.

CONCLUSION

Based on the results of research conducted in two cycles, it can be concluded that the application of the Problem Based Learning (PBL) model can improve student learning outcomes in Islamic Religious Education (PAI) subjects in class IV UPTD SD Negeri 06 Batang Timbulan. In the first cycle, although there was an increase in student learning outcomes, some challenges such as the lack of time for discussion and presentation and the difficulty of some students in working together in groups became obstacles. However, in the second cycle, after improvements were made, student activity and learning outcomes increased significantly. The PBL model succeeded in increasing students' activeness in asking questions, working together, and presenting discussion results, which was reflected in better formative test results. Therefore, it can be concluded that the application of PBL can improve students' understanding of PAI materials as well as their critical and creative thinking skills.

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