Improving Student Learning Outcomes Using Problem Based Learning Methods for PAI Learning at SDN 096757 Panggualan

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Abstract

This research was conducted to improve student learning achievement in class IV of SD Negeri 096757 Panggualan in the subject of Islamic Religious Education. The type of research used is Classroom Action Research (CAR) using the Problem Based Learning model. The research subjects were 10 students in class IV of SD Negeri 096757. The independent variable is the Application of the Problem Based Learning Model in the Beauty of Diversity Material, while the dependent variable is Student Learning Outcomes. Classroom Action Research was carried out in two cycles. The research results show that the Problem Based Learning model influences student learning outcomes. The increase in student learning outcomes for 10 students can be seen in the pre-cycle data, where only 4 students (40%) completed, in cycle I 6 students (60%) completed, and in cycle II 9 (90%) completed.

Keywords: Learning Outcomes; Problem Based Learning; Islamic Religious Education.

Abstrak

This research was conducted to improve the learning achievement of fourth grade students at SD Negeri 096757 Panggualan in the subject of Islamic Religious Education. The type of research used is Classroom Action Research (PTK) using the Problem Based Learning model. The research subjects were 10 class IV students at State Elementary School 096757. The independent variable is the Application of the Problem Based Learning Model to the Beautiful Diversity material, while the dependent variable is Student Learning Outcomes. This Classroom Action Research was carried out in two cycles. The research results show that the Problem Based Learning model influences student learning outcomes. The increase in student learning outcomes by 10 students can be seen in the pre-cycle data, only 4 students (40%) completed it, in the first cycle 6 students (60%) completed it, and in the second cycle 9 (90%) completed it.

Keywords: Learning Outcomes; Problem Based Learning; Islamic Education.

INTRODUCTION

Schools act as places where the educational process is carried out. Education has a crucial role in increasing the intelligence of the nation's life and instilling positive character values, and this must be a main concern and involve participation from various parties. In accordance with Law no. 20 of 2003 concerning the National Education System, it is explained that national education has the responsibility to develop individual abilities and form a noble personality and civilization for the nation, with the main aim of making the nation intelligent. The focus is on optimizing the potential of students so that they can become individuals who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Good cooperation and effective coordination between various components in the school environment such as students, teachers, teaching and learning processes, management and supporting facilities are very important in carrying out the educational process. Education refers to the learning that occurs in schools and colleges.

The learning process involves interaction between teachers and students directly through learning activities at school, as well as indirectly through the use of various learning media. Slavin (2015) revealed that learning is a change in a person's behavior that is triggered by an experience.

One of the subjects taught at school is Islamic Religious Education (PAI). Islamic religious education is taught starting from elementary school (SD) level with the aim of providing religious insight to students (Hamami, 2022). Islamic Religious Education is part of the national education system which plays a role in organizing and realizing a more harmonious and efficient life for Indonesian society in facing global dynamics that are always developing (Ariyanto et al., 2023).

In learning Islamic Religious Education, one of the actions that can be taken by teachers as learning facilitators is choosing the right learning model, because learning models are a very important element in the teaching and learning process. The learning model can be used as a pattern of choice so that teachers can choose a learning model that is appropriate and efficient to achieve educational goals (Hariani, 2022). One of them is using a problem-based learning model (Problem Based Learning). According to Moffit (in

Rusman, 2011), problem-based learning is an approach where students use real-world problems as a framework for learning critical thinking skills, solving problems, and understanding the essence of the subject matter. Problem Based Learning encourages students to be active and focused in learning. Students are trained to learn independently, collaborate in teams, and practice communication skills (Foo et al., 2021). Sanjaya (2013) also describes that Problem Based Learning is a series of learning activities that emphasize the process or steps of solving problems scientifically. Through this approach, students gradually develop themselves as a whole, including cognitive, affective and psychomotor aspects.

Research conducted by Nurul Istifadah (2021) regarding the Application of the Problem Based Learning Model in Improving Learning Outcomes PAI succeeded in improving student learning outcomes because it had achieved the predetermined indicators of success. Other similar research was also conducted by Desi Apriyanti, Dr. Melyann Melani, M.Pd and Azmiarni, M.Pd (2022) who obtained the results that the Problem Based Learning method was successful in improving student learning outcomes in class XII Science 1 SMA Negeri 7 Bandar Lampung.

Armed with the results of this research, the researcher attempted to conduct research related to the application of this model in improving student learning achievement in class IV of SD Negeri 096757 Panggualan in the subject of Islamic Religious Education. Where the number of class IV students was 27 students, 9 male students and 18 female students during the learning process, there were still many students who did not understand the subject of Islamic Religious Education with the subject of the Beauty of Diversity, this can be seen from the students' understanding of the material. This is when researchers ask about religion which can be seen in the following table:

Table 1. Recapitulation of Average Scores for Islamic Religious Education Subjects

Class	KKM	Completed (%)	Incomplete (%)	The number of students
IV	65	45%	55%	100%
Amount		12	15	27

From the table above, data was obtained from a total of 27 students, who obtained 45% or 12 students who had completed their studies and around 55% or 15 students who had not completed their studies. This is still far from what was expected, namely 100% completeness. Responding to the reality above, real efforts need to be made to improve learning outcomes in Islamic religious education in class IV. Therefore, researchers want to conduct research regarding Improving Student Learning Outcomes Using the Problem Based Learning Method for PAI Lessons at SDN 096757 Panggualan.

RESEARCH METHODS

Classroom Action Research (PTK) is the type of research used. Classroom Action Research is a study of behaviors that are deliberately designed and occur simultaneously in the classroom (Suharsimi, 2014). Sabri (2022) explains that Classroom Action Education is a form of reflective study by action actors to improve students' rational abilities in carrying out tasks, deepen understanding of the actions carried out, and improve conditions when learning practice takes place. The type of classroom action research used is collaborative classroom action in which the researcher collaborates with the fourth grade teacher at SDN 096757 Panggualan. The Islamic Religious Education (PAI) course with material on the Beauty of Diversity is the focus of current classroom action research which applies the Problem Based Learning model.

The subjects of this research were teachers and students who were members of class IV at SD Negeri 096757 Panggualan. The number of students in this class is 10 people, consisting of 4 male students and 6 female students. This research was conducted in Class IV SN 096757 Panggualan for the 2023-2024 Academic Year, starting October 25 2023, in Sordang Bolon Village, District. Padang Edge. This research uses independent variables and dependent variables. The independent variable is the Application of the Problem Based Learning Model in the Beauty of Diversity Material, while the dependent variable is Student Learning Outcomes.

The criteria for learning success levels are grouped into five overall categories as follows:

Table 2. Class Average Criteria

Class Average Grade Level	Criteria
90 – 100%	Very high
80 - 89%	Tall
70 - 79%	Currently
60 - 69%	Low
< 60%	Very low

The percentage of learning completeness criteria can be calculated by finding the final score, then looking for the mean value to calculate the average score, and calculating the percentage of completeness.

The steps during research implementation include observation, preparation of proposals, and preparation of instruments. This research used 2 cycles, namely cycle I and cycle II. The stages of cycle I and cycle II in Classroom Action Research (PTK) consist of: First: Planning, the teacher formulates learning objectives for Islamic Religious Education using the Discovery Learning method. This can start from: 1) Teachercompiling Teaching Modules. 2) The teacher creates test questions containing questions to be given to students. 3) Designing evaluation questions. Second: Actions can be seen from: 1) The teacher provides apperception and motivation. 2) The teacher repeats the material first, by providing a short review of the material to be discussed. 3) TeacherCreate questions related to the material being discussed. 4) The teacher distributes the questions to the students. 5) The teacher asks students to work on the test questions that have been distributed. 6) After the students have finished working on the test questions, the teacher together with the students make conclusions.

Next, thirdly, observations starting from observations in cycle I were carried out by researchers who acted as Islamic Religious Education teachers. Observations in this research were carried out on individual student activities using the Discovery Learning method. Researchers observed students' behavior during teaching and learning activities. Evaluation of student learning outcomes in cycle I is carried out by distributing evaluation

questions. Evaluation is carried out at the end of the meeting in cycle I.

The next stage is the fourth, namely Reflection. Reflection is a step to analyze students' work results. Analysis was carried out to measure both the advantages and disadvantages found in cycle I. The results of cycle I were used as a basis for implementing the next cycle, namely cycle II. Research on the application of the Problem Based Learning learning model in improving student learning outcomes on the Beauty of Diversity material is considered complete and successful if it meets the criteria below: 1) Students are said to have completed learning if the minimum percentage of success reaches 80%. 2) Learning is said to be successful if the student's average score reaches a minimum of 65.

RESULTS AND DISCUSSION

The research entitled "Improving Student Learning Outcomes Using the Problem Based Learning Method in Pai Lessons at SDN 096757 Panggualan" was carried out in 2 cycles, namely cycle I and cycle II at SDN 096757 Panggualan. The results of research conducted by researchers in cycle I and cycle II show an increase in student learning outcomes during the learning process which can be seen as follows. First, Pre-Cycle Data Description, namely: description of action implementation data in cycle I, held in one meeting with Islamic Religious Education lesson content. From the implementation of the first cycle of actions, data descriptions were obtained in the form of the following information, namely: 1. The learning method applied was still in the form of lectures, questions and answers and assignments which caused students to be less focused on the learning process being carried out. 2. There are some students who are unable to repeat the teaching material presented by the teacher. 3. Students do not dare to ask questions and express their opinions regarding the teaching material presented.

Based on the results of data acquisition, it was revealed that there were still some students who were passive in learning activities, only a few were active in the learning process. When the teacher asked a question, only a few people answered the question. Many of the scores obtained did not reach the minimum completion criteria (KKM), as can be seen in the following table:

Table 3. List of Pre-Cycle Values

No.	Student's name	KKM	Mark	Information	
				Complete	Not Completed
1.	Sustainably elegant	65	80	✓	
2.	Arif Prasetyo	65	60		✓
3.	Fabian Al Zikri	65	100	✓	
4.	Hairunisa Keyla Putri	65	100	✓	
5.	Clear Diamond Nia	65	60		✓
6.	Leni Marwa Sari	65	40		✓
7.	Merina Nur Fadillah	65	60		✓
8.	Rafa Fauzan Kamil	65	40		✓
9.	Sifa Alfiani	65	100	✓	
10.	Tirta Arya Setiawan	65	60		✓

Based on this table, it can be seen that the level of student mastery of the learning objectives has not been achieved, because there are still 40% of students who get scores above the average. So, researchers through the Problem Based Learning learning model are expected to improve student learning outcomes at SDN 096757 Panggualan. Second, Cycle I Data Description. If you look at the problems that arise, an action is planned in the learning process. From the actions given, it is hoped that it can improve student learning outcomes. The activities in cycle I can be seen as follows: a. Planning Stage. Some of the planning needed to carry out cycle I include: 1) Prepare Teaching Modules with material on the Beauty of Diversity using the Problem Based Learning learning model. 2) Make teacher and student observation sheets to observe the learning process. 3) Prepare teaching materials on the Beauty of Diversity. 4) Prepare online learning media in the form of learning videos. 5) Prepare evaluation materials to determine the level of student success at the end of the lesson.

Next, b. *Implementation Stage.*The steps for implementing cycle I are as follows: 1) Preliminary activities can be seen by a) The teacher opens the lesson with greetings and praying together. b) Teacherpay attention to students' self-readiness by checking students' attendance, neatness of clothing and seating. c) The teacher conducts an apperception, by asking trigger questions related to the material before learning begins. d) The teacher provides learning motivation/ice acting to encourage students in the learning process. e) The teacher conveys the learning objectives and explains the learning implementation mechanism according to the learning steps. Next, 2) Core Activities. This activity is that: a) Students are grouped into several groups (according to the conditions of students in one

class). b) The teacher guides students for group activities. c) The teacher conveys the group's task, namely looking for the types of diversity of the Indonesian population. d) Each group is given the task of collecting data regarding the diversity of the Indonesian population, including ethnic, tribal and religious diversity, in a section called "Group Activities". e) The information found is typed on different colored origami paper, then mounted on manila paper or plano with an interesting arrangement. f) Each group displays manila/plano paper on the classroom wall.

Meanwhile, for activity 3) Closing Activity. As for this activity: a) Students make a resume about the important points that emerged in the learning activities that have been carried out. b) Teachers and students conclude about the material entitled diversity as sunnatullah. c) Schedule material that must be studied at the next meeting. d) Closing the lesson with prayer and greetings. Next, 4) Evaluation Activities. At this stage the researcher distributed the first cycle written test questions for students to complete with 5 questions.

Table 4. Obtained Cycle I Values

No.	Student's name	KKM	Mark	Information	
				Complete	Not Completed
1.	Sustainably elegant	65	80	✓	
2.	Arif Prasetyo	65	60		✓
3.	Fabian Al Zikri	65	100	✓	
4.	Hairunisa Keyla Putri	65	100	✓	
5.	Clear Diamond Nia	65	60		✓
6.	Leni Marwa Sari	65	80	✓	
7.	Merina Nur Fadillah	65	80	✓	
8.	Rafa Fauzan Kamil	65	40		✓
9.	Sifa Alfiani	65	100	✓	
10.	Tirta Arya Setiawan	65	60		✓

Based on table 4, it can be seen from the implementation of cycle I that in cycle I there was an increase in student learning outcomes. The average score from observations from cycle I reached 76, the highest score was 100 and the lowest score was 40. There were 6 students who had completed it and the number of students who had not completed it was 4 students. Table 2 above shows that the level of student mastery of learning objectives has not yet been achieved, because students getting scores above the average are still less than 80%.

c.   Observation Stage

In this research, observations took place during the learning process. Observations were carried out by the PAI class IV teacher, with observation guidelines that had been determined by the researcher based on the indicators discussed previously. Observers observe and record things that arise during ongoing actions carried out by researchers, in order to provide input and results of research that has been carried out during the learning process.

The implementation of the learning process in cycle I using the Problem Based Learning learning model is still not optimal. This shows that there are still some students who chat with their friends, have their own activities such as drawing so they don't pay attention to the discussion process carried out by other friends, and students are not yet confident in presenting the results of the discussion. However, students are starting to enthusiastically pay attention to the teacher's instructions to re-read the material being studied to understand it and are starting to be enthusiastic about preparing questions and answers that might be asked. Based on these results, reflection and evaluation are needed to make improvements at the next meeting.

d.   Reflection Stage

Because there are still several deficiencies in the learning process in cycle I, corrective steps are taken for action in the next cycle, as follows: 1) Provide an understanding of Problem Based Learning model learning. 2) Motivate and organize students to learn, and help investigate the problems given. 3) Teachermore detailed in conveying learning objectives so that students can better understand the material. 4) Teacherguiding students who have difficulty conveying discussion results.

Thus, the application of the Problem Based Learning model in improving learning outcomes in Islamic Religious Education learning in cycle I has not achieved maximum indicator results, and must be improved in cycle II actions.

3.   Cycle II Data Description

The action plan in cycle II is carried out by paying attention to the results of the reflection in cycle I. Based on the causal factors in cycle I for the researcher's activities, in cycle II the researcher prepares himself more so that when carrying out the actions in cycle II, the researcher is able to explain how to use the Problem Based method Learn more clearly, in detail and systematically so that students can carry out learning well.

This cycle II will explain again the Problem Based Learning method and its steps to students. Cycle II was held in 1 meeting, for 2 lesson hours (2x35 minutes) in class IV at SDN 096757 Panggualan.

a.   Planning stage

The planning stage includes creating a Teaching Module with the application of Problem Based Learning, as well as making the Teaching Module for cycle I a material for improving the actions that will be carried out in cycle II so that it runs optimally.

b.   Implementation Stage

Cycle II will be held on Monday, 06 November 2023 with a time allocation of 2 class hours. Learning is divided into preliminary activities, core activities and closing activities. Before that, the researcher checked the attendance of the students, which was found to be as many as 10 people.

After the researcher carried out preliminary activities, the researcher then explained the Islamic Religious Education lesson with material on Diversity as Sunnatullah with the subject of "Religious Tolerance". The researcher conducted questions and answers to strengthen the material, after that the researcher asked students to read the material for about 5 minutes to prepare students to follow the method that would be used, then the researcher explained the method that would be used in this learning, namely the Problem Based Learning method. The teacher carries out learning steps according to the Teaching Module with material about Diversity as Sunnatullah.

c.   Observation Stage

Like cycle I, the researcher asked observers to observe researchers who act as teachers and also observe students in carrying out learning activities. At this stage, the observer makes observations using a rating scale with a value range of 1 = poor, 2 = sufficient, 3 = good, and 4 = very good. Grades are given by marking (✓) in the value scale column. Below are presented the results of observations made in cycle II:

Table 5. Researcher Observations in Cycle II

No.	Indicator	Value Score			
		1	2	3	4
1.	Start and end lessons on time.				✓
2.	Providing motivation to students			✓	
3.	Explain the learning objectives at the beginning of the lesson				✓
4.	Presents step by step learning				✓
5.	Provide explanations to students about the assignments that must be done				✓
6.	Coordinating the progress of the group				✓
7.	Give students the opportunity to ask questions			✓	
8.	Summing up learning				✓
	Total score		30		
	Average		93.75%		

Table 6. Student Observations in Cycle II

No.	Indicator	Value Score			
		1	2	3	4
1.	Students' attention follows the learning presented through the Problem Based Learning method				✓
2.	Student activity in learning through the Problem Based Learning method				✓
3.	Ask the researcher if you don't understand the				✓

	lesson presented through the Problem Based Learning method		
4.	Carrying out tasks given by researchers	✓	
5.	Cooperation in groups		✓
6.	High willingness to learn	✓	
	Total score	22	
	Average	91.67%	

From the eight aspects of research activities observed in cycle II, the researcher achieved 30 scores with a percentage of 93.7%, while from the 6 aspects of student activities observed, students achieved 22 scores with an average of 91.67%. Thus, it can be concluded that in cycle II it was seen that the activities of researchers and students were classified as good, in terms of performance indicators the results were categorized as successful because they had reached the performance indicator criteria (85%). Student learning outcome scores in cycle II are taken from the evaluation test scores at the end of the cycle.

Table 7. Student Learning Results in Cycle II

No.	Student's name	KKM	Mark	Information Complete	Not Completed
1.	Sustainably elegant	65	100	✓	
2.	Arif Prasetyo	65	100	✓	
3.	Fabian Al Zikri	65	100	✓	
4.	Hairunisa Keyla Putri	65	100	✓	
5.	Clear Diamond Nia	65	80	✓	
6.	Leni Marwa Sari	65	80	✓	
7.	Merina Nur Fadillah	65	80	✓	
8.	Rafa Fauzan Kamil	65	80	✓	
9.	Sifa Alfiani	65	100	✓	
10.	Tirta Arya Setiawan	65	60		✓

d.   Reflection Stage

Based on the results of the implementation and observations carried out in cycle II, the researcher reflected on all activities in cycle II with the results: 1) In cycle II the researcher had implemented the Problem Based Learning model well in learning activities. 2) In cycle II, the percentage level of students' classical completion increased until it reached 90%. 3) In cycle II student activity increased, this can be seen in the students' discussions and the results of the assignments they carried out.

CONCLUSION

Based on research conducted on fourth grade students at SDN 096757 Panggualan for the 2023/2024 academic year, it can be concluded: 1. Learning Islamic Religious Education about the Beauty of Diversity using the Problem Based Learning model can improve the learning outcomes of fourth grade students at SDN 096757 Panggualan for the 2023/2023 academic year. 2024. 2. The Problem Based Learning model can improve student learning outcomes. 3. The increase in student learning outcomes can be seen in the initial study, which was completed by only 4 students (40%) out of 10 students, cycle I was completed by 6 students (60%) from 10 students who attended, and cycle II 9 (90%) were completed by 10 students attended.

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